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ABSTRACT

This booklet is one of a series which describes a competency-based teacher education program developed by the staff of the Department of Vocational and Applied Arts Education at Wayne State University. The program consists of competencies, performance objectives, needs assessment, delivery systems, and evaluation, and this booklet contains the competencies and performance objectives. Part I provides a list of 75 pre-service competencies for developing skills pertaining to planning, instruction, evaluation, guidance, management, public and human relations, and professional role. Part II contains the performance objectives for 10 professional pre-service courses, which include six required courses covering theory, methods, and intern teaching and four specialized courses in business and distributive education and home and family living. Course and objective code numbers plus a cross-reference between the competencies and performance objectives are appended. Two related booklets are available as VT 019 883 and VT 019 885 in this issue. (SB)

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COMPETENCY-BASED
TEACHER EDUCATION
SERIES NO. 1

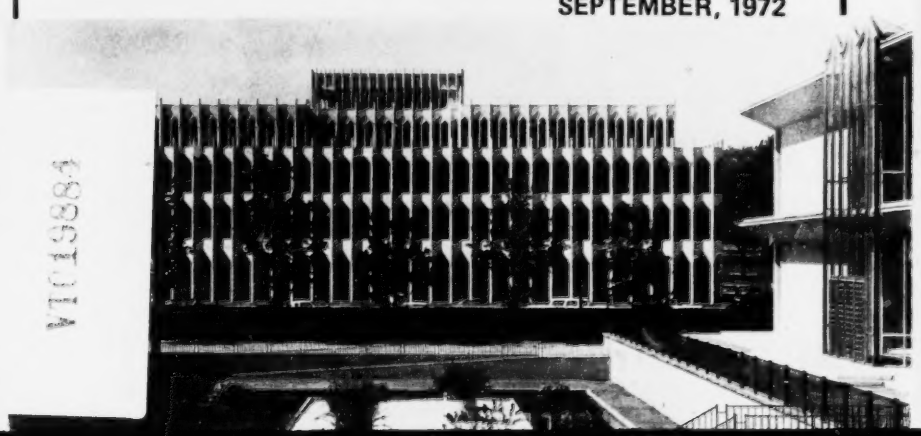
ED 076747

COMPETENCIES AND PERFORMANCE OBJECTIVES

DEPARTMENT OF VOCATIONAL
AND APPLIED ARTS EDUCATION

WAYNE STATE UNIVERSITY
DETROIT, MICHIGAN 48202

SEPTEMBER, 1972



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VAE PRE-CERTIFICATION TEACHER EDUCATION PROGRAM:

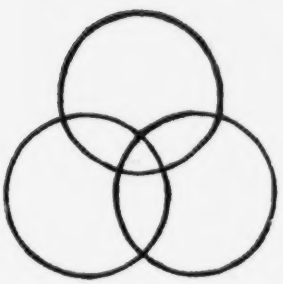
COMPETENCIES AND PERFORMANCE OBJECTIVES

Developed by VAE Faculty
and
VAE Systems Staff

Competency-Based Teacher Education
Series No. 1

September, 1972

Department of Vocational and Applied
Arts Education
College of Education
Wayne State University
Detroit, Michigan 48202



VAE SYSTEMS PROJECT

The Department of Vocational and Applied Arts Education was established by the College of Education at Wayne State University in January 1971. It is composed of three former departments: Business and Distributive Education, Family Life Education, and Industrial Education.

The VAE Systems Project* is a total effort of this new department to develop a competency-based teacher education program. The project has two major facets, an instructional system and a management information system.

This pamphlet is one of a series which describes this new competency-based system.

*This project is partially sponsored by the Vocational Education and Career Development Services, Department of Education, State of Michigan.

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TABLE OF CONTENTS

	PAGE NO.
INTRODUCTION.	iv
PART I - VAE Competency List for Pre-Service Vocational Teacher Education	
Plan.	728-4
Instruct	728-5
Evaluate	728-6
Guide	728-7
Manage	728-8
Public and Human Relations	728-9
Professional Role	728-10
PART II - VAE Performance Objectives for Professional Pre-Service Courses	
VAE 5191 - Teaching Vocational and Career Education Programs.	728-13
ED 5925 - Theory and Practice in Teaching and Learning.	728-19
VAE 5133/5153 - Business and Distributive Education Principles and Practicum. . .	728-32
VAE 5134 - Advanced Typewriting.	728-36
VAE 4141 - Methods and Materials of Teaching Homemaking and Family Living	728-40
VAE 4143 - Home and Family Living Seminar	728-45
VAE 5187 - Methods and Materials of Instruction I. . . .	728-48
VAE 6187 - Methods and Materials of Instruction II . . .	728-58
VAE 4192/7192 - Intern Teaching.	728-67
VAE 4193/7193 - Teaching Internship Seminar.	728-78
APPENDIX	
Explanatory Notes	728-89
Course and Objective Code Numbers	728-90
Competencies and Related Performance Objectives	728-91
Performance Objectives and Matching Competencies	728-100

INTRODUCTION

The VAE Competency-Based Teacher Education Instructional Program has five elements - competencies, performance objectives, needs assessment, delivery systems, and evaluation. This booklet contains the first two elements, competencies, and performance objectives for the professional sequence of the pre-certification program.

Seventy-five competencies have been identified as the basis of the VAE pre-service (or pre-certification) program. A competency has been functionally defined as knowledge, skill, or judgment which the student will demonstrate at a pre-determined proficiency level before initial and/or continuing certification.

The performance objectives are the vehicles by which the competencies are acquired and demonstrated within the instructional units. The mastery of several performance objectives would enable the student to demonstrate a competency. Thus, the competency is general and program-related and the performance objectives are specific and course-related.

This booklet contains the complete list of 75 pre-service competencies and the performance objectives for the ten professional courses in the pre-service program. (Family Life Education and Industrial Education technical course performance objectives are in separate releases.) As revisions are made, new pages will be available for substitution in this booklet.

PART I

VAE COMPETENCY LIST FOR PRE-SERVICE VOCATIONAL TEACHER EDUCATION

VAE COMPETENCY LIST

FOR

PRE-SERVICE VOCATIONAL TEACHER EDUCATION

The following pre-service competencies are those selected by the faculty of the Department of Vocational and Applied Arts Education at Wayne State University. These competencies are the bases of the VAE Pre-Service Instructional System. This list is a product of three sources:

1. "Model Curricula for Vocational and Technical Teacher Education: Report No. II, General Objectives Set I" by Calvin J. Cotrell et. al., Columbus, Ohio: The Center for Vocational and Technical Education, 1971.

2. The VAE Faculty.

3. The literature on performance-based teacher education.

The revised list has also been rated by VAE Intern Teachers, as well as several thousand interviewees including:

a. Vocational teachers
b. Non-vocational teachers
c. Administrators
d. School Board Members
e. Business and Industry representatives
f. High School and community college students
g. Graduates of vocational programs

TEACHER COMPETENCIES

Organized into Categories

	ITEMS
A. Plan*	1 - 19
B. Instruct	20 - 30
C. Evaluate	31 - 37
D. Guide	38 - 48
E. Manage	49 - 58
F. Public and Human Relations	59 - 63
G. Professional Role	64 - 75

*Categories were adapted from "Model Curricula for Vocational and Technical Teacher Education: Report No. II, General Objectives--Set I," by Calvin J. Cotrell, et al, Columbus, Ohio: The Center for Vocational and Technical Education, 1971.

The teacher will:

1. determine student needs and goals
2. identify from an occupational analysis, the skills and information to be taught for an appropriate occupation
3. analyze a task or activity
4. select and develop instructional content for a course
5. select and develop instructional content for a lesson
6. formulate behavioral objectives for lessons, units, and courses
7. analyze and organize the sequence of learning tasks (skills, operations, procedures)
8. develop instructional units
9. construct a lesson plan
10. select teaching strategies and delivery systems.
11. determine in-school learning experiences (classroom and/or laboratory)
12. select required tools, equipment, and supplies for a lesson
13. determine instructional media and aids
14. determine the need for and identify resource persons
15. determine appropriate library resources
16. develop a system for recording and filing subject matter information relevant to course planning
17. prepare directions for a substitute teacher
18. select and/or design instructional materials and procedures for individualized learning activities.
19. use a systems model in planning and managing the learning environment

The teacher will:

20. teach a lesson
21. demonstrate a variety of methods and techniques
22. develop standards for student attainment
23. reproduce instructional material using appropriate available equipment
24. set up display materials for instructional purposes
25. present a lesson using appropriate multi-media equipment and material
26. supervise student laboratory experiences
27. supervise the use of individualized instructional equipment and materials
28. monitor small groups and identify any person or persons not working effectively in the group
29. reinforce independent thinking
30. establish and demonstrate regular procedures for the proper use, storage, and maintenance of tools and equipment

EVALUATE

The teacher will:

31. formulate a plan of grading consistent with school policy

32. establish criteria for evaluation of lessons, units or courses

33. evaluate techniques employed with teaching delivery systems and strategies

34. provide for the student's assessment of progress in class, home, and laboratory assignments

35. monitor student progress and provide constructive feedback

36. develop means of assessing individual contributions or learning which results from small group work

37. evaluate textbooks and reference materials using predetermined criteria

The teacher will:

38. work with guidance counselor to provide services
39. refer students to qualified personnel agencies for occupational and educational information
40. assist students to develop study habits
41. assist students with personal and social problems
42. assist students with scholastic problems
43. assist students with problems associated with furthering their education
44. inform students of current employment procedures
45. assemble, display, and present information on occupational area
46. devise means of determining student attitude
47. conduct student-parent conferences
48. interpret cumulative student records

The teacher will:

49. organize class at beginning of term

50. establish order of business each day

51. define the operating rules and responsibilities of both the learner and the teacher-manager

52. provide for the physical management of the learning environment

53. establish procedures with concern for the student's development

54. arrange students for study and demonstration

55. provide clerical management

56. handle hostile acts decisively

57. express displeasure in the act and not the person

58. design behavior modification systems which produce desired changes in the classroom behavior, i.e. discipline

The teacher will:

59. develop good professional working relationships with the other teachers and the administration

60. develop good working relationships with school staff, (e.g. secretaries, custodians, cafeteria workers, school nurse)

61. practice appropriate social amenities

62. use appropriate strategies to accomplish one's goal

63. interpret and promote career and vocational education within the school and community through oral and written communications

PROFESSIONAL ROLE

The teacher will:

64. maintain expertise in his occupational speciality

65. demonstrate knowledge of the ethical procedures of a professional

66. demonstrate good physical appearance

67. practice personal hygiene habits

68. use correct oral and written communication

69. keep credentials file up to date

70. demonstrate a commitment to teaching

71. demonstrate awareness of the purpose and programs of appropriate professional association

72. keep abreast of professional developments, societal needs, and technological advances

73. demonstrate self-initiating responsibility for developing self and peers to levels of competence and confidence

74. demonstrate an acceptance of self, growing out of knowledge of his own motivation strengths, weaknesses, and a willingness to critize and develop strategies to modify weaknesses

75. demonstrate a respect, love, empathy, for learners as growing, developing, and feeling human beings

PART II

VAE PERFORMANCE OBJECTIVES
FOR PROFESSIONAL PRE-SERVICE COURSES

There are six required courses in the professional sequence of the VAE Pre-Certification Program. The courses are:

1. Teaching Vocational and Career Education Programs (VAE 5191)

2. Theory and Practice of Teaching and Learning (Foundations of Education - ED. 5925)

3. Two Courses in the Principles and Methods of Teaching in an Area of Specialization

    a. VAE 5133 and 5134 for Business and Distributive Education
    b. VAE 4141 and 4143 for Family Life Education
    c. VAE 5187 and 6187 for Industrial Education

4. Intern Teaching - (VAE 4192/7192)

5. Intern Teaching Seminar - (VAE 4193/7193 - This incorporates the Philosophy of Education.)

The performance objectives specified for each of the above courses follows in PART II of this booklet.

Prepared By:
Professors: F. Lanham, M. McMillan, H. Silvius
Systems Staff Member: B. Moy

General Objectives:
Approved June 1972
Informational Objectives
Approved June 1972
Planning Objectives
Approved June 1972

VAE SYSTEMS PROJECT

VAE 5191
TEACHING VOCATIONAL AND CAREER EDUCATION PROGRAMS

BULLETIN DESCRIPTION

Developing concepts and techniques for implementing professional commitment, performance objectives, relevant teaching materials and effect delivery systems in VAE. Each student will select a curriculum for depth investigation.

The performance objectives for VAE 5191 have been grouped in the following categories:

I. VAE AS A PROFESSION (01001* - 01008)
   A. Personal Commitment to Become a Teacher
   B. Development Through Professional Organizations
   C. Exercising Your Commitment - An Experience in Professionalism

II. A SYSTEMS APPROACH TO CURRICULUM PLANNING AND EVALUATION (01009 - 01014)
   A. Utilizing a Systems Model in Education
   B. Performance Goals

III. VAE CURRICULUM CONSIDERATIONS (01015 - 01024)
   A. Utilizing Library Resources in Becoming a VAE Teacher
   B. Specifications for a System for VAE
   C. An Introduction to Career Education
   D. Readings in Curriculum Construction

IV. APPLICATION OF VAE CURRICULUM CONSIDERATIONS (01025)
   A. Analysis of Two VAE Courses

*See Appendix, PART I for description of performance objective number system.

COURSE: VAE 5191

01001 Using the "Inventory of Attitudes and Competencies Needed for Teacher Preparation in VAE" as a basis for self analysis, the student will write a one-page first commitment to teaching. The student:

a. commits himself to becoming a teacher in VAE, or
b. decides to enter some other field (without prejudice or penalty). In this latter event, the student processes a Request for Change of Elections card for dropping VAE 5191.

01002 The student will write (one week before the end of the current quarter) a second commitment paper that meets the conditions of either "a" or "b" above. At the end of the quarter, if "b" is the decision made, the student will receive a mark without penalty for the work done for the course. Again, the decision not to continue to become a VAE teacher will not affect the mark or the credit.

01003 Given an evaluation by a faculty member of his writing skills, the student will develop a plan of activities designed to remedy writing weaknesses. The plan should insure improvement of writing skills to the minimum level of competency in the following areas:

a. paragraphs which discuss one topic only
b. introductory paragraphs which state the major purpose
c. correct grammar, spelling, spelling, and punctuation
d. no sentence fragments or run-on sentences
e. summary paragraphs

01004 The student will investigate and report on the goals and program of a professional organization such as the Wayne State University Professional Association for Career Education, PACE. This report will include the following information:

a. the significant purposes of the organization
b. the membership classifications
c. the rights, privileges, and
d. responsibilities of membership
e. officers and their responsibilities
f. character of the program
g. the values that come from participation

COURSE: VAE 5191

01005 The student will participate in a selected VAE professional association by joining the organization and becoming involved in one or more of the following activities:

a. attending at general meetings
b. serving on a standing or ad hoc committe
c. participating on the governing board (such as an executive committee)
d. serving as an editor or on the staff, for publications of the association
e. representing the organization on the governing boards of associated organizations (e.g. representing PACE on the VAE Administrative Committee)
f. assisting with some activity or project undertaken by the association (e.g. an exhibit or luncheon at a state or national convention
g. promoting membership in the association

The student will present information to the professor verifying evidence of membership and participation in one of the VAE professional organizations.

01006 The student will identify and describe one national or state society, fraternity, or association in education and in the broad field of vocational and applied arts education, in which a VAE student might establish student or regular membership. Evidence of the attainment of this objective is established by 100% accuracy on the Exit Test that relates to VAE related professional organizations.

01007 The student will identify and describe one national or state society, fraternity or association in his area of specialization (BED, FLE, or IED) in which a WSU student might establish student or regular membership. Evidence of the attainment of this objective is established by 100% accuracy on the Exit Test that relates to VAE related professional organizations.

01008 The student will plan, assess, and implement a program to promote his professional development. This program must:

a. be composed of 35 hours of activities
b. identify personal objectives for professional development
c. include field experiences selected from a list of suggested activities

Appropriate activities could include an in-depth study of topics introduced in other class activities related to professionalism.

COURSE: VAE 5191

01009 The student will define and illustrate each of the following terms as they relate to a system of education.

a. specifications for the system
b. performance goals
c. needs assessment
d. delivery system (inputs)
e. evaluation (outputs)
f. feedback circuitry

01010 Using "A Model for a Competency-Based Instructional System", the student will illustrate how each of the following components of the VAE System operates:

a. specifications of the system
b. performance goals
c. needs assessment
d. inputs or delivery system
e. outputs or evaluation
f. feedback circuitry

01011 The student will describe some unit of instruction in his area which he will later teach and illustrate the functioning of each of the components (as listed in No. 10 above) of an educational system model.

01012 The student will list and define the five basic components of behavioral objectives using the Kibler model.

01013 The student will identify by labeling the five basic components of each of two behavioral objectives supplied.

01014 The student will write at least two behavioral objectives for content in his area of specialization, using correctly the five basic components of behavioral objectives.

01015 Given class materials, the student will describe the use of the following resources in obtaining and using library educational materials.

a. list of periodicals available in the WSU library system
b. Education Index
c. Learner's Guide to Periodical Literature
d. AIM
e. ARM
f. Research in Education

COURSE: VAE 5191

01016 Given class materials the student will describe a process of library search to develop a bibliography around a given problem.

01017 The student will write a bibliographic notation following a consistent style such as presented in Turabian.

01018 The student will take notes on all readings related to library use, to be used in future VAE studies. The notes should:

a. capture main ideas
b. not copy the text word for word (except for definitions of words)
c. use abbreviations
d. follow some organization scheme

01019 Given a list of specifications for a system of education, the student will identify those that best describe his philosophy of what a system of vocational and applied arts education ought to be.

01020 Given class materials, the student will identify new emphases and values which have changed or are likely to change vocational and applied arts education now or in the near future.

01021 Given the following resources:

a. notes from the unit on library use of VAE teachers
b. sections 1 and 2 in Contemporary Concepts in Vocational Education

The student will briefly describe groups of people for whom vocational and applied arts education should be formulated.

01022 The student will organize, apply, and synthesize information on career education by:

a. reviewing selected articles, brochures, and books and by developing a functional plan for organizing resource data to be used later in citing authorities on career education
b. listening to selected recordings of lectures on career education
c. using library indexes and other sources for locating pertinent literature on career education
d. viewing a selected film on career education
e. attending a student organized presentation where the concepts are discussed for the paper to be presented
f. discussing selected concepts with fellow students attending the small group critiquing sessions

COURSE: VAE 5191

01023 The student will collect, organize, and synthesize data available to him in the professional literature to write a paper on the career education movement. The paper should include:

a. an operational definition for career education
b. the role for career education
c. a brief description of the objectives and plan for each of the four national models
d. the national plan to consider various occupational clusters
e. selected issues or difficulties which will need to be resolved in the projection of the career education movement
f. the projected plan for the development of career education in Michigan

01024 From his readings and peer group sessions, the student will develop a list of principles for evaluating curriculums in his area of instruction. The principles should be those in will use in Analysis of a VAE Program.

01025 Given the Evaluative Criteria published by the National Study of Secondary School Evaluation the student will select and analyze two courses in his VAE area of specialization and submit an organized written report for each course. This report will synthesize all of the information and data obtained from at least five sources and include:

a. an analysis of data collected
b. personal opinions and reactions to courses
c. recommendations for any changes or course improvements

The sources of information from which the student will select a minimum of five follow:

1. curriculum guides
2. scope and sequence in programs
3. interviews with a VAE curriculum coordinator or a VAE department head in the public schools
4. interviews with classroom teachers in the public schools
5. attendance at a curriculum planning committee
6. interviews with students
7. interviews with content specialists from business, industry, or at the university

Prepared By:
Professors L. Ofchus and D. Skiba
Systems Staff Member R. Richey

Informational Objectives:
Approved May 19, 1972
Planning Objectives:
Approved May 19, 1972

VAE SYSTEMS PROJECT

ED 5925
THEORY AND PRACTICE IN TEACHING AND LEARNING
(VAE - FOUNDATIONS OF EDUCATION)

CURRENT BULLETIN DESCRIPTION

Pre-requisite: VAE 5191, Cr. 4-8
Assessment of individual learning behavior, media in learning, instructional group organization, ecological study of behavior.

The performance objectives for Ed. 5925 have been grouped in the following categories:

I. PROFESSIONAL ORIENTATION (02026 - 02031

II. GROWTH AND DEVELOPMENT THROUGH ADOLESCENCE (02032 - 02043)

III. ANALYSIS OF TEACHING: STRUCTURE (02044 - 02049)

IV. ANALYSIS OF TEACHING: PROCESS (02050 - 02054)

V. MOTIVATION AND LEARNING (020550 - 02066)

VI. TRANSFER OF LEARNING (02067 - 02076)

VII. COMMUNICATION AND GROUP DYNAMICS (02077 - 02084)

VIII. CLASSROOM EVALUATION (02085 - 02091)

COURSE: ED. 5925

02026 Given library resources, the student will describe five technological issues, five sociological issues, and five issues within the field of education. For each issue the following points must be included:

a. a written definition of each issue
b. a list of actions being taken on the issue
c. a statement of how the issue affects the total field of education
d. a statement of his personal position on the issue
e. a rationale for his position

02027 Given a choice of issues, the student will describe either an innovation or a long-standing issue. If an innovation, the description will include:

a. an in-depth discussion of each of the criteria elements in objective #02026 if the issue had not been included in the objective #02026
b. a brief history of the innovation which traces the actions of people and movements
c. a description of the projected acceptance of the innovation and any related problems.

If a long-standing issue is chosen, the description will include:

a. an in-depth discussion of each of the criteria elements in objective #02026 if the issue has not been included in the objective #02026
b. a time line tracing the history of the issue by citing persons, events and programs

COURSE: ED. 5925

02028 Given library resources, a field experience, personal opinion, the student will write a description of the teaching job he would like to have by:

a. describing what he expects to actually do on the job
b. describe any unusual or particular conditions he expects to encounter on the job

The model for this assignment will be provided.

02029 Given a variety of tapes with lectures on urban problems and social issues:

a. the learner will list advantages and disadvantages as he sees them in learning in this mode.
b. the learner will describe the influence of the content of the tape on him as an educator.

02030 Given a school board meeting:

a. the student will compare and contrast behaviors demonstrated at the meeting to a statement of ideals as expressed by the NEA Code of Ethics.
b. the student will analyze group functioning and behaviors as given in course materials.
c. the student will compare behaviors observed with descriptors generated about professionalism.

02031 Given a list of community activities, students will select an activity and use it to evaluate and identify behaviors which may influence him as an educator. Students will compare their findings with those of others and thus compare their experiences with others in the same community and in different communities.

COURSE: ED. 5925

02032 The student will define the following terms:

a. competitive growth based assessment
b. congenital determinents
c. cultural determinents
d. development
e. growth
f. hereditary determinents
g. identification
h. individualized instruction
i. individual growth based assessment
j. learning
k. material deprivation
l. maturation
m. membership
n. peer group
o. pleasure principle
p. reality principle
q. reference group
r. self-concept
s. sex group
t. track system
u. ungraded primary

02033 The student will interview three adolescents by:

a. formulating ten questions which will gather opinions about current interests and concerns
b. listing the guiding principles for conducting an interview
c. actually conducting an interview

The data on current interests and concerns will then be compared in writing to related data in textbooks, periodicals, and research journals.

02034 Given course materials, the student will describe the effects of early experiences upon later development.

COURSE: ED. 5925

02035 The student will describe the educational implications of individual differences in growth and development. The following categories should be considered:

a. patterns of behavior
b. effects of socio-economic interests
c. relation of intelligence and achievement
d. teacher/pupil relations
   adult/adolescence relations
e. school/home/environment influences

as defined by course materials.

02036 Given classroom observations, the student will identify characteristics of the various stages of adolescent development. The areas to be identified are:

a. social development
b. mental development
c. emotional development
d. physical development

02037 Given course materials, the student will identify the characteristics of physical maturing in boys and girls.

02038 The student will list the stages and influencing factors acting upon mental development of adolescents as described by course materials. Sample factors might include:

a. memory
b. generalization
c. individual differences

02039 The student will identify the major characteristics of the process of emotional motivation and the specific characteristics common to adolescents. Sample topics would include:

a. adolescent rebellion
b. maladjustive behavior courses
c. emotional response control

COURSE: ED. 5925

02040 Given course materials, the student will identify the crucial factors related to adolescent relationships with peer groups and the process of socialization. Sample topics may include:

a. composition of peer groups
b. norms
c. rebellion
d. relationships

02041 Given course materials, the student will identify the influencing agents in the growth and development of a person as defined by his self-concept. The agents will be related to:

a. social factors
b. mental factors
c. emotional factors
d. physical factors

02042 Given course materials, the student will state how self-concept influences life styles. Topics to be covered are:

a. the underachiever and the overachiever
b. decision-making
c. adjustive and maladjustive behavior
d. values

02043 Given course materials, the student will state the relationships of growth and development to vocational choice. Both career choice and maturity should be considered.

02044 Given an informational objective, the student will rephrase this objective to apply to each level possible within the affective, cognitive and psychomotor domains as outlined in Behavioral Objectives and Instruction.

02045 The student will describe the purposes of planning as stated in class handouts.

COURSE: ED. 5925

02046 The student will distinguish between modes of instruction (e.g. large groups, small groups, independent study, and tutorial) by:

a. stating the advantages of each
b. stating the disadvantages of each
c. stating the particular use of each

02047 The student will list the steps in sequence of the seven-step teaching structure and give a rationale of each.

a. introduction (objective)
b. context
c. commitment
d. exit test
e. entry test
f. instructional moves
g. exit test

This is not a lesson or unit plan.

02048 The student will identify those situations in which the sequence of the structure might be altered and provide a rationale for the change.

02049 The student will demonstrate his skill in applying

a. a behavioral objective
b. a seven-step structure
c. a provided checklist as critiquing

in two-minute teaching episodes. One is in a 1 to 1 format and the other in a 1 to 3 grouping.

02050 The student will list and describe at least five learning situations in which the lecture/demonstration strategy could be used. The definitions of this strategy and sample situations in which it can be used are included in class handouts.

COURSE: ED. 5925

02051 The student will list the rules of the use of the inquiry method. Such rules are described in class handouts.

02052 The student will define the roles of both teacher and student in the inquiry method. Such role descriptions are included in class handouts.

02053 The student will describe the major focusing and interactive skills. Examples of these techniques follow:

a. set induction
b. frame of reference
c. recognition of attending skills
d. feedback
e. stimulus variation
f. questioning techniques
g. lecture/demonstration
h. control of participation
i. motivation and reinforcement of participation
j. silence and non-verbal cues
k. closure
l. clarification techniques

Descriptions of these skills will be provided in class handouts.

02054 After a diagnostic taping, weak focusing and interactive skills will be identified and at least one will be selected for practice. The student will then practice this skill(s) until he and the instructor recognize improvement. The techniques listed in objective #02052 may be considered.

02055 The student will identify such characteristics of motivation as: examples of motivated behavior, identification of general rules of the motivation process.

02056 Given specific school learning situations, the student will analyze with student and teacher behavior and identify reasons for the behaviors which are related to motivation and its effects on learning.

COURSE: ED. 5925

02057 Given specific school situation, the student will identify the characteristics of the need systems of people.

02058 Given class materials, the student will identify factors which develop techniques of need inference.

02059 Given a specific teacher behavior, the student will classify each as to its motivational function, i.e. disciplinary, incentive, arousal, or expectancy.

02060 Given a classroom situation involving the learner breaking rules, the student will determine effective disciplinary procedures based upon the principles of motivation and learning.

02061 Given class materials, the student will identify effective methods for teachers to improve the incentive function in their classes.

02062 Given specific situations, the student will identify examples of varying levels of arousal.

02063 Given a specific school learning situation, the student will identify the effects of past experiences upon the learner's expectancy.

02064 Given a specific school situation, the student will identify the result of a given motivational technique.

02065 Given a specific school learning situation, the student will analyze the behavior of the learner and identify factors which account for the motivation or lack of motivation demonstrated.

COURSE: ED. 5925

02066 The student will synthesize a plan for using the four functions of motivation in a teaching episode that will be taught. This episode may have been initially written for another objective. Develop specific activities related to incentive, arousal, and expectancy that will be used in connection with the unit. For the disciplinary function, describe the technique in general terms. This plan will be appraised in terms of creativity and probable applicability.

02067 The student will identify situations which describe transfer of learning such situations are described in authoritative educational psychology sources.

02068 The student will describe the importance of transfer of learning A discussion of this topic is in authoritative educational psychology sources.

02069 The given problems will relate to a specific learning situation in which the following points are described: a) learner's level of mastery, b) the intent to learn, and c) learner's understanding of class material. The student will analyze the above situations and identify the transfer effects as related to acquisition, retention, and applications.

02070 Given school settings, the student will describe the influence on teaching methods of identified theories of transfer--formal discipline, identical elements, transposition, and generalization. See provided authoritative educational psychology sources.

02071 Given short summaries of learning situations, the student will classify the situations as descriptions of positive transfer, negative transfer, little or no transfer, or a situation not relevant to the transfer problem.

02072 The student will identify, describe and illustrate the types of responses which may be expected to transfer. These categories are based upon authoritative educational psychology sources.

COURSE: ED. 5925

02073 Given a description of a learning situation, the students will identify pupil behaviors which show the transfer of the sets readiness to learn, learning to learn, and success.

02074 Given a specific learning task, the student will rate the task as to the degree of retention and application. The following criteria should be used:

a. Is the learning task a (1) concept or principle or (2) facts or technical information?
b. If (1) retention and application will be more effective?
c. If (2) retention and application will be more difficult.

02075 Given specified learning situations and practices, the student will describe the effects upon retention of the following:

a. intent to remember
b. intelligence
c. similarity of past experiences to present (i.e., retroactive inhibition)
d. meaningfullness of material

02076 The student will write a teaching episode which includes an application of the principles of retention and transfer. This episode will then be taught in a peer teaching situation (i.e., one of the teaching episodes described in "Analysis of Teaching Structure.") The format of the plan will be that described in Part III.

02077 The student will describe the implications of communication in education as related to interactive instruction. Such implications will be derived from the interactive group exercises and related class discussions.

02078 The student will list and describe three major levels of group functioning. Class handouts will provide the necessary information.

COURSE: ED. 5925

02079 Given the interaction exercises, the student will identify behavior samples and levels of functioning. (Non-tested objective.)

02080 The student will participate in interactive group exercises which illustrate communication and group dynamics. These exercises will include an investigation of the following:

a. the impact of first impressions
b. shared leadership
c. one-way versus two-way communication (interactive instruction)
d. listening and the accuracy of communication
e. group problem solving
f. decision-making patterns
g. leadership, compromise and roles played in groups

02081 The student will define the characteristics of leadership and authority patterns and list the effects upon learners. These characteristics are identified in class handouts and Group Processes in the Classroom by Schmuck and Schmuck.

02082 The student will list and describe the steps used in group problem solving as defined in class materials.

02083 The student will list and describe the basic structures of classroom meetings. The list must include:

a. open ended meetings
b. educational diagnostic meetings

The pertinent information will be presented in class materials.

02084 The student will describe the effects of group organization upon classroom meetings. Examples of factors considered might include: authority, distribution, group size, etc. These descriptions are presented in class materials.

COURSE: ED. 5925

02085 The student will define "evaluation" in terms of the collection and use of information in a maximum of 2-3 sentences. The definition should be that one presented in class materials.

02086 The student will define those terms which are basic to evaluation, 2/3 of the terms given must be correctly identified. The terms may include the following:

a. criterion-referenced evaluation
b. norm-referenced evaluation
c. achievement test
d. diagnostic test
e. essay test
f. mastery test
g. validity
h. reliability
i. objective test
j. performance test

02087 The student will list the seven general purposes of classroom evaluation as described by Paul Dressel with 100% accuracy.

02088 Given one page, the student will list and describe five methods of evaluation. These methods are to be used in the classroom and they are also discussed in the monograph "Classroom Evaluation" by A. E. McCoin. This must be done with 100% accuracy.

02089 The student will classify test characteristics as representative of either essay or objective tests.

02090 Given a test item, the student will evaluate it according to the guidelines for test item construction presented in John Green's Teacher-Made Tests with 85% accuracy.

02091 Given a series of test scores and grades, the student will organize them into a grading system and defend his decisions.

Prepared By:
Professor F. Lanham
Systems Staff Member B. Moy

Informational Objectives:
Approved June, 1972
Planning Objectives:
Approved June, 1972

VAE SYSTEMS PROJECT

VAE 5133/5153
BUSINESS EDUCATION PRINCIPLES AND PRACTICUM
DISTRIBUTIVE EDUCATION PRINCIPLES AND PRACTICUM

CURRENT BULLETIN DESCRIPTION

Pre-requisite: VAE 5191

Marketable skill in typing and one other office and/or distributive occupation.

Emphasis on: How to determine and develop marketable skills for beginning office occupations. Methods, materials, and equipment for teaching selected office and/or distributive occupation subjects.

The performance objectives for VAE 5133/5153 have been grouped into the following categories:

I. PROFESSIONAL ROLE (03092 - 03096)

II. INSTRUCTION - PLANNING (03097 - 03098)

III. INSTRUCTION - EXECUTION (03099 - 03102)

COURSE: VAE 5133/5153

03092 The pre-intern attends professional meetings as available to him. The pre-intern will be assessed through a report of his experiences at these meetings. The report should include a critique of these meetings and a discussion of how the pre-intern would have planned the meetings.

03093 The pre-intern identifies the names and addresses of at least ten sources of literature available to him in business and/or distributive education.able to him in business and/or distributive education.

03094 The pre-intern critiques an article from each of the above sources related to current practices or innovations in business and/or distributive education. The critiques should contain the following:

a. a bibliographic descriptor
b. a short description of the essence of the article
c. an evaluation of the article in terms of how it will affect the pre-intern as a classroom teacher

03095 The pre-intern identifies and describes new developments or trends in business and/or distributive education. The pre-intern will be assessed by his ability to define terms which represent new practices or innovations in business and/or distributive education.

03096 The pre-intern identifies and displays the behaviors, personal habits, and attitudes of a professional teacher in simulated teaching situations with peer gourps. The behaviors, personal habits, and attitudes are those of a committed, competent teacher as identified in "VAE Competency List for Pre-Service Vocational Technical Education."

COURSE: VAE 5133/5153

03097 The pre-intern participates in the development of a syllabus for a one semester program in business and/or distributive education. The topic covered in the syllabus must be those that future students of the pre-intern will most likely use in a real job situation.

a. The pre-intern participates as a contributing member of a curriculum development committee to attain the goals established by the committee members.
b. The pre-intern writes the terminal, intermediate, and daily behavioral goals for a one semester program in business and/or distributive education. The behavioral goals must contain the five components of a planning objective as given in the book Behavioral Objectives and Instruction by Kibler, Barker, and Miles.
c. The pre-intern writes and revises five detailed lesson plans for a one semester program in business and/or distributive education, according to the format of the sample lesson plan handed out in class. The lesson plans will be edited and approved by an editing and/or steering committee prior to testing. In addition to the specified format, the evaluation is based upon relevancy and accuracy of the detailed lesson plan.
d. The pre-intern develops a resource file of relevant teacher materials to be used in planning instruction. The resource file should contain a card file of books, magazines, tapes, and names of individuals and organizations to contact for information.

03098 The pre-intern analyzes the tasks of a business and/or distributive education worker which are indicative of what students are most likely to perform in a real job situation, collects the necessary data and materials to write a minimum of two individualized packages of instruction and determines the fit of the packages in the syllabus that is developed. Each package must require a minimum of fifteen minutes of class instruction and be written in the format of the learning packages in the I TIP bank.

03099 The pre-intern demonstrates in each peer teaching experience the essentials of the teaching skill definitions as given in the handout "Working Definitions of Classroom Teaching Skills."

03100 Given a particular class in business and/or distributive education, at Chadsey High School or other cooperating business departments, the pre-intern observes and participates for a minimum of twenty hours in school-related activities such as the following:

a. classroom duties
b. club meetings
c. sports events
d. hall duty
e. community survey
f. other assigned activities

The pre-intern will be assessed through a report of his experiences in these school-related activities. The report should include the number of hours of participation and/or observation and a description of the activity or activities performed.

COURSE: VAE 5133/5153

03101 In the Chadsey High School experience, the pre-intern follows a specific student through one day of his classes and reports on his observations of the student. The report should include background information about the student (grade point average, past record of achievement) and the pre-intern's observations about the student (student's reactions to classroom presentations, motivation, level of learning).

03102 The pre-intern demonstrates the classroom operation of the following pieces of audio visual equipment in simulated teaching situations.

a. overhead projector
b. filmstrip projector
c. Kodak Carousel Slide Projector
d. tape recorder
e. video tape recorder
f. 16 MM film projector

The operation of the equipment must be as given in the instructional package on mediated instruction.

Prepared By:
Professor T. Johnson
Systems Staff Member B. Moy

Information Objectives:
Approved June 1972
Planning Objectives:
Approved June 1972

VAE SYSTEMS PROJECT

VAE 5134
ADVANCED TYPEWRITING

CURRENT BULLETIN DESCRIPTION

Pre-requisite: General Business 0230 or equivalent, VAE 5191
Further development of production typing with emphasis on solving problems creatively.

PROPOSED BULLETIN DESCRIPTION

Development of materials and processes for teaching typewriting as a basic tool of communication.

The objectives for VAE 5134 have been grouped in the following categories:

I. MATERIALS (04103 - 04105)

II. INSTRUCTION - EXECUTION (04106 - 04108)

III. EQUIPMENT UTILIZATION (04109)

IV. BACKGROUND MATERIALS (04110 - 04112)

V. SKILLS (04113 - 04115)

COURSE: VAE 5134

04103 Given a rationale for planning instruction, the student will write and/or revise 40-minute integrated typewriting lesson plans for the products given by the instructor. The lesson plans must be written according to a specified format and contain a sequential, integrated presentation of the content.

04104 The student will write and/or revise terminal, intermediate, and daily performance goals for a one semester beginning typewriting class. The goals must include the five components of a planning objective as given in (handout, lecture).

04105 The student will write two individualized packages of instruction, based on the experiences of a first year clerical worker in the business world. The two packages must be developed and written according to the format of the I TIP completed in class and acceptable to the instructor.

04106 The student will teach a 40 minute integrated typewriting lesson plan that he has written and make arrangements to have the lesson video taped and critiqued by a peer group. The lesson must be well planned, have an appropriate time sequence for each part of the lesson, had have a definite beginning and ending. The student will duplicate all appropriate supplementary materials for the lesson in sufficient quantity to be distributed and completed by the peer group. The student should be rated average, 3 or above, in all areas on an observation checklist.

04107 Given an observation checklist, the student will evaluate a series of lessons taught by his peers. The checklist will have a scale of 1 to 7 with 7 as the highest point on the scale. Attention will be focused on the following areas of the lesson presentation:

a. beginning of the lesson
b. clarity of presentation
c. pacing of the lesson
d. pupil participation
e. ending the lesson
f. selection of content
g. selection and use of supplementary materials
h. evaluation procedures utilized
i. relationship of planning and performance

COURSE: VAE 5134

04108 The student will demonstrate at least ten of the following classroom management procedures in teaching a 40 minute typewriting lesson to a group of his peers.

a. attendance procedures
b. distribution of materials
   -supplies
   -papers arranged
   -alphabetically by seating chart
   -test papers
c. care of equipment
d. talk only when it is quiet
e. using chalkboard
f. using instructional equipment
g. making advance arrangements
   -threading bulbs; sound
h. what to do if equipment fails
i. organization of small groups
j. follow through professional responsibilities
k. handling emergencies
   -telephone, visitors, accidents, fights
l. techniques of testing
   -handling results
   -recording test scores
m. grade books
   -what to include

The student will be evaluated by the instructor and peer group on an observation checklist.

04109 The student will opearte the magnetic card selectric typewriter to reproduce forms, a form letter, or class handout materials as specified by the instructor.

04110 Given five of the following areas of instruction (upper alphabetic keys, lower alphabetic keys, home row keys, numeric and special keys, margins, horizontal centering, vertical centering, horizontal and vertical centering, tabulations, letters and memos, erasing, crowding and spreading, composing at the typewriter), the student will evaluate one article in each of the five areas. The articles must be from within the last five years, and deal with classroom experiments or practical experiences. The summary must be written in the Turabian annotation format.

COURSE: VAE 5134

04111 The student will list and describe three or more innovations in the field of typewriting which will be important to the student as a beginning typewriting teacher. The description of each innovation should include:

a. a discussion of the innovation citing events and programs relating to its application
b. a discussion of how the innovation can be used to improve classroom instruction
c. a rationale for advocating its use
d. a discussion of the problems that may be encountered in the acceptance of this innovation.

04112 The student will list and describe three or more new pieces of instructional equipment and/or supplementary materials designed for use in the field of typewriting. The description of each should include:

a. a discussion citing events and programs relating to their application
b. a discussion of their application for classroom use
c. a rationale for advocating their use
d. a discussion of the problems that may be encountered in their acceptance

04113 The student will type a line of material using the diatype, analyze it for the degree of stroke level typing, and assign appropriate corrective drills according to (handout, lecture.) The line of material must be a diagonal line, as measured by a straight edge.

04114 Given principles of teaching a beginning typewriting class, the student will select and apply those principles necessary to improve his own entry skill at the typewriter. They should include the following:

a. use the typewriter as a substitute for a pencil
b. compose original copy at the typewriter
c. edit typewritten copy
d. arrange typewritten copy attractively by judgment only
e. use stroke level typing whenever useable copy is desired
f. produce useable copy within a reasonable time as determined by the instructor
g. increase his typing speed by 20% by applying principles of stroke level typing (Accuracy-Speed-Accuracy Drills)

04115 The student will identify and apply the general principles of maintenance and machine manipulation applicable to the machines in the typewriting laboratory and those encountered in intern teaching. The general principles are those given by the instructor in class.

Prepared By:
Professor M. McMillan
Systems Staff Member D. Schelesinger

General Objectives:
Approved January 1972
Information Objectives:
Approved January 1972
Planning Objectives:
Approved February 1972

VAE SYSTEMS PROJECT

VAE 4141

METHODS AND MATERIALS OF TEACHING HOMEMAKING AND FAMILY LIVING

CURRENT BULLETIN DESCRIPTION

Pre-requisite: Ed. 3015, Ed. Psych. 3731;
Co-requisite: VAE 4143
Basic principles, methods of instruction, and organization of material in homemaking education.

The performance objectives for VAE 4141 have been grouped in the following categories:

I. WRITING BEHAVIORAL OBJECTIVES (05116 - 05117)

II. WRITING GENERALIZATIONS AND CONCEPTS (05118 - 05119)

III. METHODS ON INSTRUCTION, KINDS OF LESSONS, TEACHING TOOLS (05120 - 05123)

IV. WRITING, EXECUTING, AND EVALUATING LESSON PLANS (05124 - 05127)

V. WRITING UNIT, SEMESTER, AND BLOCK PLANS (05128 - 05130)

VI. SELF-EVALUATION -- NON-TESTED OBJECTIVES (05131 - 05133)

COURSE: VAE 4141

05116 The student will select three of his previously written behavioral objectives and explain in writing at least two different ways in which the behavioral objectives may be assessed. The explanantion must (1) assess the behavior and product (or results) as specified in the behavioral objectivee and (2) not employ the use of a paper-and-pencil type test.

05117 The student will select one of his previously written behavioral objectives and construct a paper-and-pencil (written test) evaluation device that assesses the attainment of the specific behavioral objective.

05118 Given the A.H.E.A. publication, Concepts and Generalizations, and other supplementary reading materials on the writing of generalizations and concepts as a guide, the student will (a) identify the characteristics of a generalization, (b) identify the characteristics of a concept, (c) describe and analyze the value and use of generalizations and concepts in planning a lesson or unit and (d) describe and analyze the value of having pupils use generalizations as part of the teaching-learning process.

05119 Given a list of sentences, the student will (a) indicate (check) those sentences that meet the criteria* of a generalization and (b) identify (underline) the basic concepts** that are a part of the generalization selected.

*Criteria for stating generalizations:

1. Is the statement a complete sentence?
2. Are ideas clearly and completely expressed?
3. Does the generalization organize all of the appropriate concepts?
4. Is the statement free of such undesirable words as "should", "must", or "often"?
5. Is there a distinction between generalizations based on accurate facts and beliefs?
6. When statements are of different degrees of breadth, are specific statements grouped to show their relationship to a broad generalization?

**Concepts:

1. Concepts are abstractions--a selecting out of and putting together again that which gives meaning to what is perceived.
2. Concepts are abstractions which are used to organize the world of objects and events into a smaller number of categories. These in turn, can be organized into larger ideas.
3. Concepts, because of their abstractions, free us from particulars and make reflection possible.
4. A concept is an abstraction formed by generalizing from many experiences with particular things and events.

COURSE: VAE 4141

05120 The student will review textbook and supplemental reading sources, such as:

Hall, Olive and Paolucci, Beatrice. Teaching Home Economics. New York: John Wiley and Sons, Inc., 1970.

Hatcher, Hazel and Andrews, Mildred E. The Teaching of Homemaking. New York: Houghton Mifflin Co., 1964.

National Education Association. Department of Home Economics. Techniques for Effective Teaching. 1966.

05121 Upon review of reading references, the student will describe the purpose and uses unique to:

a. feltboard
b. bulletin boards
c. films/filmstrips
d. flipcharts/charts
e. field trips
f. outside speakers
g. overhead projector
h. opaque projector

05122 The student will select and construct a minimum of two supplementary tools and specify the expected outcomes. The tools must relate to an area in the home and family living curriculum at the junior or senior high school level and generally give evidence of a professional appearing tool. For example, it must be:

a. legible from a distance
b. uniform in lettering, coloring, and theme
c. captioned consistently with content
d. usable and functional
e. original
f. uncluttered.

05123 Given a checksheet, the student will evaluate in writing the different kinds of supplementary learning tools exposed to using the criteria established above (#05122).

COURSE: VAE 4141

05124 Utilizing the following format, the student will write a minimum of four lesson plans. Each plan will employ a different method of instruction and relate to the home and family living secondary school curriculum:

a. title of unit
b. behavioral objectives for the lesson
c. generalization for the lesson
d. lesson proper:
1) introduction
2) content and learning experience
3) evaluation
e. supplies needed
f. equipment to be used
g. time schedule

05125 The student will teach a 20-minute selected lesson of his own choice in a simulated classroom setting and conduct an evaluative discussion that follows the presentation. The student will also plan, organize, and construct a miminum of one piece of original supplemental material that will accompany this lesson. The lesson will be evaluated on a 1 to 6 continum on the following points:

1. The lesson was motivated from the pupils' point of view, i.e., it was relevant.
2. The content was appropriate for the objectives of the lesson, the level of the class, and teaching method.
3. The individual parts of the lesson were clearly related to each other in an appropriate way (relationship between planning and performance).
4. The pupils understood the objectives and expectations and stayed with the teacher.
5. Movement from one part of the lesson to the next was determined by pupil's readiness.
6. The supplementary materials were appropriate.
7. When appropriate, the pupils actively participated.
8. The lesson was within the designated class period.
9. The lesson was effectively summarized.
10. The intern exhibited desirable personal qualities (well groomed, good posture, good grammar, etc.).
11. This was an example of the type of lesson planned.

01526 The student will assess a checklist to be used in evaluating simulated lessons and make suggestions for additions, deletions, range of teacher abilities/competencies, etc.

05127 The student will evaluated series of simulated lesson presentations using the checklist developed. The evaluations will be checked to verify (substantiate) objectivity and returned to the presentor.

COURSE: VAE 4141

05128 The student will formulate a semest plan for one instructional content area at the secondary level Then using this plan the student will write a three week unit plan incorporating the component parts required for the development a unit/block plan. It should be based on a hypothetical school-community situation which includes the age level of the learners and reflects the developmental tasks showing the learners' needs and concerns. There should be a unified relationship between the stated needs and the selected curriculum unit/topic. The unit/block plans should meet the following criteria:

a. overview of students needs
b. behavioral objectives
c. generalizations
d. concepts
e. course content
f. learning experiences
g. bibliography

The block sequential layout should show continuity between the unit/block plan and day-to-day planned experiences.

Prepared By:
Professor M. McMillan
Systems Staff Member D. Schlesinger

General Objectives:
Approved December 1971
Information Objectives:
Approved December 1971
Planning Objectives:
Approved January 1971

VAE SYSTEMS PROJECT

VAE 4143
HOME AND FAMILY LIVING SEMINAR

CURRENT BULLETIN DESCRIPTION

Pre-requisite: Ed. 3015, Ed. Psych. 3731
Co-requisite: VAE 4141
Emphasis on different facets of the homemaking and family living curricula according to the Vocational Education Act of 1973 and the suggested Michigan Vocational Plan. Experiences with children in selected classrooms which typify these trends in curriculum development.

PROPOSED BULLETIN DESCRIPTION

To enable prospective student-teaching interns to develop an understanding of the philosophy of home and family life education and gain insight regarding the role of the classroom teacher through personal contact with students, faculty, and other school personnel.

The performance objectives for VAE 4143 have been grouped in the following categories:

I. PHILOSOPHY OF HOME AND FAMILY LIVING (06134 - 06135)

II. HOME ECONOMICS AND FAMILY LIVING PROGRAMS (06136 - 06137)

III. EDUCATIVE PROCESSES IN TEACHING HOME AND FAMILY LIVING (06138 - 06142

VAE 4143

HOME AND FAMILY LIVING SEMINAR

06134 In an effort to collect firsthand data on the attitudes, beliefs, and values related to home and family living programs, the student will interview groups of parents, pupils, or school personnel. The student will initiate a data collecting procedure and examine one aspect of the secondary school curriculum that is meaningful to him and contiguous with the curriculum as a whole. The data is to be summarized and the implications of the findings related or communicated to other family living students in an attmept to initiate further discussion.

06135 The student will write a statement of his beliefs which expresses his personal values and philosophy of home and family living education. The written statement should reflect those classroom experiences, group discussions, and reference materials presented during the quarter. A comparison of statements at the beginning of the quarter with that written at the end of the quarter will be made.

06136 Within a week the students will locate and use relevant and reliable data to interpret current trends and draw implications for teaching home and family living and vocational education programs at the junior and senior high school level through a written report and/or through verbal discussions. The report will include 15 societal changes, documented research data, and three specific implications for teaching home and family living for each societal change.

06137 Given three reading references* on developmental tasks the student will match the needs of youth in the 12-18 years of age group with their implications for the selection of appropriate learning experiences. The student must be prepared to discuss the needs and concerns of secondary education pupils in relation to home and family living and vocational programs and individual and societal needs. Data will be documented from the following sample criteria sources:

1) identifying teaching strategies
   State Plans of Work
   Current curriculum guides
   Observations
2) knowledge about pupils and society
   Direct observations and interviews
   Class discussions
   Foundation courses (Ed. 3015/EDP 3731)
   Havighurst, Erickson, Smart

And compared to what is already suggested as...

3) appropriate learning experiences

Smart, Mollie S. and Smart, Russell C. Child Development and Relationships. The MacMillan Co., New York, 1967.

Erikson, Erik H. Childhood and Society. Holt, Rinehart and Winston, New York, 1955.

06137 (cont'd.)

Citizenship, Education Study. Democratic Citizenship and Development of Children. Detroit: Wayne University Press, 1951.

Havighurst, Robert J. Developmental Tasks and Education. New York: Longmans, Green and Company; revised edition.

Havighurst, Robert J. and Taba, Hilda. Adolescent Character and Personality. New York: John Wiley and Sons, 1963.

Hall, Olive and Paolucci, Beatrice. Teaching Home Economics. New York: John Wiley and Sons, Inc. 1970.

06138 Given a classroom teaching-learning situation the student will:

1) Classify teacher behaviors as verbal or non-verbal and describe its effect on the learner;
2) Identify a variety of teaching methods and resources used in the classroom;
3) Identify and describe those specific techniques as reviewed in VAE 4141 that could be used to meet the individual differences of pupils;
4) Identify learner objectives, and associated learning experiences and evaluate the appropriateness of the learning experience in relation to those objectives:
5) Identify and describe specific classroom methods used to teach generalizations.

The descriptions should be objective responses to the total situation in relation to the classroom teacher's behavior and include:

1) objective/subjective conclusions drawn about the classroom situation reviewed
2) recommendations for how the situation might have been handled differently and
3) a list of some of the positive things that happened.

In the case where several students are exposed to the same teacher-behavior situation, assessment will be based on consistency between the students. Specific details to support statements of interpretation or opinion must be included in a superior paper.

Prepared By:
Professor G. Harold Silvius
Systems Staff Member A. Deane

General Objectives
Approved April, 1972
Informational Objectives
Approved April, 1972
Planning Objectives
Approved April, 1972

VAE SYSTEMS PROJECT

VAE 5187
METHODS AND MATERIALS OF INSTRUCTION I

CURRENT BULLETIN DESCRIPTION

Pre-requisite: 5191, 5925

Practices and techniques for (1) organizing needed teaching plans and aids for a specific teaching situation, (2) securing needed data regarding students, (3) organizing class, (4) developing essential records, and (5) establishing a safety program.

The performance objectives for VAE 5187 have been grouped in the following categories:

I. PLANNING INSTRUCTION (07143 - 07149)

II. PERTINENT STUDENT DATA (07150 - 07153)

III. CLASSROOM/LABORATORY MANAGEMENT AND METHODS OF INSTRUCTION (07154 - 07163)

IV. INSTRUCTIONAL MATERIALS (07164)

V. SAFETY (07165 - 07171)

VI. PROFESSIONAL PERSONAL RELATIONSHIPS (07172 - 07174)

VAE 5187

METHODS AND MATERIALS OF INSTRUCTION I

07143 Given an organizational format, the student will prepare a paper that outlines the course aims for a selected course in the projected teaching specialization.* The aims will communicate the scope and purpose of the selected course to prospective learners in the course. The aims will include

a. the values planned for the instruction.
b. the relationships that exist between the specific course and the total curriculum.
c. what the course prepares the learner to do or to elect later in an educational sequence.

*(e.g. Aircraft and Engine Mechanic, Die Designer, Welder, or Wood technology)

07144 Using the projected teaching specialization for the application, the student will prepare a written plan for a term's work that outlines the identified typical lessons against a time distribution table.

The examples on pages 72-79 in Teaching Successfully should be be used by the student as a guide for the preparation of the term plan. The term plan will include

a. major topics for the term.
b. the allowable time for each topic.

As an option the student may also include

a. specific assignments or activities for each topic.
b. text or supplementary materials.
c. method(s) of instruction for each topic.

07145 Given a list of correct and incorrect definitions, the student will identify and define

a. a plan for a term's work.
b. a unit teaching plan.
c. a course of study.
d. a session plan.
e. a project teaching plan.

The student should use the text Teaching Successfully as a reference for learning about the scope of these plans. Since knowledge of all of these plans is essential to an industrial education teacher, a score of 100% should be achieved on a unit examination which deals with the above aspects of planning.

07146 Using the typical points (identified on pages 86-95 of Teaching Successfully) included in functional unit plans as guidelines and any additional points that may be necessary for a particular specialization, the student will develop a written format for unit teaching plans in the projected teaching specialization. Topic #6 in Teaching Successfully along with student selected references should be used as a guide for the development of a format.

07147 Using the projected teaching specialization as a basis for content selection and the unit plan format developed in objective #07146, the student will develop a written unit teaching plan which includes a preface describing the specific teaching situation for which the unit plan has been designed. Topic #6 in Teaching Successfully along with student selected references should be used as a guide for the development of the unit teaching plan. A project teaching plan may be developed as a unit teaching plan.

07148 Using the content of the projected teaching specialization and Topic #7 in Teaching Successfully as a resource, the student will develop an outline for a release giving directions for

a. a professionally qualified substitute instructor in industrial education.
b. an unqualified substitute instructor in industrial education.

The outline will include the factors identified on pages 100-107 of Teaching Successfully. The outline of directions will include a preface describing the subject and teaching situation.

07149 Using a projected teaching assignment for a specific teaching situation, the student will design and develop a teaching plan covering essential factors (as specified by headings in Topic #13 of Teaching Successfully to be considered when enrolling a class and introducing the course at the beginning of a term. The plan will include a preface describing the specific teaching situation for which the plan has been designed.

07150 Using Topic #2 Teaching Successfully as a source, the student will identify the six general classifications of pertinent data needed to help each learner in industrial educational to profit from an instructional program. The general classifications for these pertinent data include

a. individual interests.
b. physical conditions.
c. socio-economic background.
d. previous industrial education experience.
e. measures of general intelligence.
f. special aptitudes.

When given a list of specific pertinent data, the student will classify these under one of the six general classifications of pertinent data listed above.

07151 Using Topic #8 of Teach ing Successfully the student will investigate and analyze the cumulat ive record keeping procedures used by school systems and the individ ial industrial education teacher.

The student's comprehen ion of cumulative records procedures will be evaluated by the cou se examination.

07152 Using Topic #2 of Teach ing Successfully and student selected reference materials, th e student will design a written data collection instrument for the proj cted teaching specialization. The purpose of this instrument is for colle ting pertinent and essential informal data from each learner at th e beginning of a course. The format of the instrument is up to the descretion of the student. It should not be more than 2 pages in length.

07153 Using Topic #3 of Teach ing Successfully and current reference materials, the students will analy e possible learner handicaps that they will probably need to c al with in an industrial education laboratory. These would include con ideration for learners who are left handed or with

a. defective visi on.
b. impaired heari g.
c. a speech defec ition.
d. a crippled con lth.
e. poor mental he

The students' ability t analyze a given situation involving student handicaps will be evalu ted on the course examination.

07154 Using the projected tea hing specialization and the text, Teaching Successfully, as a gui , the student will design a total record keeping system which co ld be adapted to future classroom/laboratory experiences. This recc d keeping system should include

a. class books. gress charts.
b. individual pro s.
c. accident repo
d. safety records ent data concerning students.
e. informal perti records which the student
f. other pertinen d to administer the feels are nee ing specialization. projected tea

The format for the reco rd keeping system will follow the form of a standard written outli e. The outline will include a preface that describes the learning situation for which the record keeping system has been designed.

07155 Given a written list of specific reading assignments concerning the methods and materials of instruction in industrial education, the student will read and analyze the assigned text materials. At the conclusion of the course a course examination will be given to evaluate the student's comprehension of the assigned readings.

07156 Given a list of possible definitions, the student will identify and distinghish between the three most common methods for moving students through a multiple activity program. These methods as specified in Topic #8 of Managing Multiple Activities, include

a. group rotation.
b. individual rotation.
c. individual progression.

07157 Given a list of the advantages and disadvantages of the three most common methods for moving students in multiple activity programs, the student will identify one advantage and one disadvantage for each method. These methods, as specified in Topic #8 of Managing Multiple Activities include

a. group rotation.
b. individual rotation.
c. individual progression.

07158 The student will identify the factors to be considered when establishing an organizational plan for a multiple activity shop or laboratory. The factors, as specified in Topic #16 of Managing Multiple Activities include the

a. instructional program to be offered.
b. number of major activities to be carried on.
c. maximum number of students in any one class.
d. essential tools and equipment for a laboratory.
e. floor space needed for each area.
f. required work stations.
g. needed service equipment.
h. storage facilities.

These factors will be identified from a written list of laboratory planning items and items which are unrelated to laboratory planning.

07159 Using the projected teaching specialization and Topic #12 of Teaching Successfully the student will develop a written session order of business for a specific teaching situation in industrial education.

In developing the order of business the following purposes should be kept in mind. The purpose of an order of business for each session is to

a. establish an order for carrying out the organizational activities during a typical class session. (i.e. supplies and tools, calling class to order, checking on presence of designated class officers, safety inspection, program for group instruction, and clean up.)
b. set up a system so each student can carry out responsibilities and perform the designated work successfully with a minimum of assistance.
c. provide appropriate time each period for manipulative or laboratory work.
d. prevent group discipline problems through student organization and participation.
e. plan the class routine so no student will become lost or isolated.

07160 Using the projected teaching specialization, page 329 of Teaching Successfully, and Topic #5 and #16 of Managing Multiple Activities the student will design and develop a written organizational system for a student directed organization which could be implemented in a future class or laboratory.

The student directed organizational system will include provision for

a. student involvement in managing the organization of the instructional program.
b. factors that determine the kind and extent of an organization.
c. student participation in planning the organization.
d. procedure for establishing the organization.
e. making the directions for each class officer self-explanatory.
f. selecting the class officers.
g. the term of office of each member of the student organization.
h. giving credit to students who work in student organization.
i. substitutes for absent class officers.
j. assisting class officers with their responsibilities

The format for the student organizational system will follow standard outline form. The outline should include a preface that describes the teaching situation for which the organizational system has been designed.

07161 The student will analyze various methods and techniques for enrolling a class at the beginning of the term. Topic #13 of Teaching Successfully and periodicals should be used in this analytical study. The students comprehension of the methods and techniques discussed in Topic #13 will be evaluated by the course examination.

07162 Keeping in mind the projected teaching specialization and Part 6 of Teaching Successfully, the student will analyze methods and techniques of instruction for

a. arranging students for group instruction and independent study.
b. arranging students for demonstrations.
c. team teaching in industrial education.
d. providing student team activity.
e. giving a demonstration to large and small groups.
f. giving lectures.
g. using the discussion method.
h. using field trips for instructional purposes.
i. providing outside assignments.
j. providing instruction sheets.
k. supervised performance at the work station.
l. giving students independent research time.
m. using programmed instruction.

The student's comprehension of the methods and techniques outlined above will be evaluated by the course examination.

07163 Using Topic #15 & #23 of Teaching Successfully and periodicals as resources, the student will design a system for the accounting of students which takes into consideration the

a. practices to excuse and admit students to class.
b. development of wholesome attitudes towards tardiness or absence.
c. possibility of fire drills, nuclear or similar major catastrophes.

The system will be developed using a standard outline format. The written outline will include a preface that describes the learning situation for which the student accounting system has been designed.

07164 Using the projected teaching specialization and Topics #9 & #10 of Teaching Successfully as a guide, the student will develop written criteria for evaluating text, reference, and visual materials (transparencies, films, etc.) for a specific learning situation. The criteria will be written in standard outline format. The outline of criteria will include a preface briefly describing the learning situation for which the criteria have been developed.

07165 Using the projected teaching specialization and pages 400-405 of Teaching Successfully as a guideline, the student will identify and list in outline form the general safety precautions for a specific industrial education course. These precautions include

a. good personal habits which eliminate accidents.
b. general activities that relate to working conditions.
c. general precautions applicable to all tools and machines.

07166 Using the example of safety instruction for the engine lathe on pages 408-411 of Teaching Successfully, the student will prepare in written outline form the safety instruction for a machine that would be included in the laboratory equipment of the projected teaching specialization.

07167 Using the outline of safety instruction developed for objective #24 the student will prepare a safety test on the safety instruction previously developed for a selected machine. The test that is developed will include multiple choice and true-false test items. A key showing the correct answers to the questions is to be developed also.

07168 The student will identify the general safety factors which make a laboratory a safe place to work. Factors which must be considered when attempting to eliminate potential causes of accidents include

a. dull or broken tools.
b. building defects.
c. electrical equipment.
d. operator's zones.
e. redesigning tools and machines for safety.
f. color and its effect on safety.
g. a school shop safety inspection checklist.

The student's ability to correctly identify all of these factors will be evaluated through the course examination.

07169 Given the information covered in Topic #24 of Teaching Successfully and 8 examples of types of fires, the student will identify each fire according to one of the following classes and indicate the type of extinguisher needed to control the fire.

a. class A
b. class B
c. class C
d. class D

The student's comprehension of the various classes of fires will be evaluated by the course examination.

07170 The student will analyze the correct first aid procedures to follow when giving aid to an injured person. Topic #25 of Teaching Successfully is to be used by the student as a basis for the analysis.

When given a list of typical shop related injuries, the student will identify the first aid procedure which the teacher should follow for each injury. Typical laboratory related injuries include

a. eye injuries.
b. foreign objects in the eye.
c. cuts or wounds.
d. bruises.
e. foreign objects under the skin.

The student's ability to identify correct first aid procedures will be evaluated by the course examination.

07171 Using Topic #26 in Teaching Successfully as a resource guide and the references listed on pages 486 and 487 of this text, the student will analyze the various facets of teacher liability. These facets include

a. school district liability.
b. teacher negligence and liability.
c. degree of teacher negligence.
d. liability insurance.
e. a sound safety program

The student's comprehension of teacher liability will be evaluated by the course examination.

07172 The student will be given the opportunity to actively participate in a leadership role as he carries out his responsibilities to the class, himself, and committees. Leadership activities which the student may select include

a. serving as an associate to the professor.
b. serving as a session chairman.
c. serving as class officer.
d. serving as chairman of a special committee with defined objectives.

07173 Given the opportunity to select areas of interest for committee involvement, the student will actively participate on one or more committees scheduled to make presentations to the class. Evaluation of the student performance on a committee will take into consideration the

a. organization of the presentation.
b. thoroughness with which the topic is covered.
c. use of appropriate and effective methods and techniques of instruction.
d. clarity of the student's ideas.
e. fulfillment of the objectives for the presentation.
f. use of visual aids
g. student's teaching performance.
h. professional appearance of the student.

Using these factors as a basis for discussion, the student will participate in a self-evaluation session with other committee members and the professor to make judgments regarding the performance of each team member.

07174 Using Topic #1 in Teaching Successfully as a resource, the student will analyze the process involved in identifying the activities of industrial education teachers. The student's comprehension of this process will be evaluated by the course examination.

Prepared By:
Professor J. Popovich
Systems Staff Member A. Deane

Information Objectives:
Approved January 1972
Planning Objectives:
Approved August, 1972

VAE SYSTE[illegible]MS PROJECT

VAE [illegible]6187
METHODS AND MATE[illegible]RIALS OF INSTRUCTION II

CURRENT [illegible]BULLETIN

Practices and technique[illegible]s for (1) teaching units
in industrial education [illegible] with group and indivi-
dualized methods: (2) [illegible]locating, selecting,
and using education mat[illegible]erials.

The performance objectives for VAE 6187 have [illegible]been grouped into the following categories:

I. LEARNING IN AN INDUSTRI[illegible]AL EDUCATION LABORATORY (08175 - 08178)

II. METHODS AND MATERIALS [illegible](08179 - 08184)

III. LESSON PLANNING (08185)

IV. LABORATORY MANAGEMENT [illegible](08186 - 08188)

V. GUIDANCE

VI. EVALUATION (08192 - 081[illegible]3195)

COURSE: VAE 6187

08175 When presented with a linear scale representing individual student differences, the student will explain the role of the industrial education instructor in providing learning experiences suitable for each student. In identifying this role the student will include an explanation of why differentiated learning experiences are necessary. This explanation should focus on why

a. the majority of learning experiences are designed for the "average" student
b. special learning experiences must be designed for faster and slower students

08176 The student will demonstrate his knowledge of the factors which contribute to the motivation of an individual working in an industrial education laboratory. Examples of these factors include the following items:

a. The learner must see a need for the content.
b. The learner should have a positive attitude towards his work.
c. The learning situation must be meaningful and realistic to the learner.
d. Learning experiences should be designed so that the learner can experience success.

08177 The student will identify three factors in the psychomotor domain which affect learning in an industrial education laboratory. Examples of these factors include

a. the learner's prior experience with tools and materials
b. eye-hand coordination.
c. overall coordination and dexterity.

08178 The student will identify five factors in the affective domain which affect learning in an industrial education laboratory. Examples of these factors include a learner's

a. cooperation with other learners working in the laboratory
b. individual initiative.
c. attitudes toward tools and safety practices.

08179 The student will videotape at least two different microteaching sessions of his fellow students. As part of this experience the student should connect all necessary cables, correctly thread the videotape, make needed adjustments to the components of the V.T.R. System. A V,T.R. System includes (a) VTR VideoTape Recorder (b) Camera (c) Monitor (d) Microphone.

COURSE: VAE 6187

08180 The student will identify uses of VTR equipment in an industrial educational laboratory. These uses include:

a. having a specialist involved with new equipment and materials of a particular technology present an information ! program.
b. having selected teachers who have become skilled specialists give demonstrations in their specialization.
c. televising a learner at his work station so that the teacher and learner may analyze a skill development.
d. using a VTR System to more clearly show a live demonstration which may be difficult for students to see. (i.e. adjustment of a carburetor)

08181 The student will identify five teaching techniques for presenting a lesson using television. These include

a. looking at the camera and saying "you", "we", and "I" frequently.
b. speaking clearly and remembering to talk as you would to only a few students conversationally.
c. making certain that the potential viewers see see what is being talked about as it is emphasized.
d. giving the viewer time to see and comprehend items on close-ups.
e. move slowly from part to part on diagrams on charts.

08182 The student will demonstrate that he knows three industrial education applications of each delivery system listed below. These systems include

a. audio reel to reel or cassette tapes.
b. bulletin boards.
c. displays.
d. filmstrips.
e. flip-over charts.
f. instruction sheets.
g. motion pictures.
h. single concepts film loops.
i. slides.
j. student study guides (sequential pictorial instructional books).
k. study carrels.
l. transparencies.

COURSE: VAE 6187

08183 The student will develop a paper which describes how to incorporate the principles of manufacturing into a course representing the projected teaching specialization.*

Use the following headings as a guide in describing your methods for incorporating the principles of manufacturing into your program.

a. Organizational procedures
b. Procedural Sequence of Operations
c. Product conception
d. Manufacturing
e. Distribution

Include a brief introductory paragraph that describes the teaching situation where the proposed program would be implemented. Your paper should be no more than three typed pages in length.

*If your teaching specialization is primarily concerned with servicing industrial products or the service industry in general, then develop a paper describing how you would provide students with the overall picture of the service industry in terms of organization, management, customer satisfaction, and any other categories which you feel would be important for your students to understand.

08184 The student will identify factors which encourage positive learner attitudes toward the use and care of tools and equipment. These factors include

a. maintaining an orderly laboratory.
   (1) Well-designed tool holders and cabinets.
   (2) Tools attractively arranged on panels or in cabinets.
   (3) Functional arrangement of furniture and equipment.
   (4) Clean windows and light reflectors.
   (5) Equipment appropriately painted and finished.
   (6) Everyting in its place.
   (7) Clean benches.
   (8) All tools in good condition.
b. the example which is set by the teacher.
   (i.e. Carefully handling tools during a demonstration.)
c. safety posters which correlate with the safety precautions being introduced in the instructional program and show proper use and care of tools and equipment.
d. bulletin boards organized to encourage positive attitudes toward the care of tools and equipment.
e. student involvement in renovating a laboratory, tools, and equipment.
f. special lessons on the care of tools and equipment.

COURSE: VAE 6187

08185 The student will present a minimum of three micro-lessons to his peers and record each lesson on videotape. These micro-lessons should be based upon unit plans previously developed for VAE 5187. The written micro-teaching lesson will include

a. performance objectives.
b. the generalizations (concepts being developed.)
c. an introduction.
d. a proposed time schedule.
e. needed supplies.
f. needed teaching materials. (tools, equipment, teaching aids.)
g. safety instruction relevant to the lesson.
h. technique for motivating students.
i. the delivery system and instructional strategies for the lesson.
j. resources used to document objectives, content, delivery system, and/or evaluation.
k. a summary of the lesson.
l. evaluation plan to determine if the objectives of the lesson were achieved.

Each of the microteaching lessons should use a different teaching method, (i.e. demonstration, discussion, and role playing.) One of the lessons will include the demonstration method. The evaluation process should include feedback to the student from both the instructor and the student's peer group. This will include feedback on the student's written and verbal communication skills.

08186 The student will design an industrial education laboratory which would assist in implementing the objectives of the planned instructional program. The laboratory and its matching instructional program should be representative of the planned teaching specialization. Paper cutouts may be used to represent laboratory equipment, facilities, and furniture. A piece of posterboard or other rigid material may be used for the base of the layout. The suggested scale for this laboratory layout is 1/2" = 1'. Each item in the layout should be clearly identified. Factors which should be taken into consideration in planning the layout include

a. the objectives for the courses to be taught in the facility.
b. the units that will make up the content of the courses to be taught in the laboratory.
c. the delivery systems used to obtain the objectives.
d. the number of students to be scheduled in the laboratory at any one time.
e. the age, grade, and mental capacity of the student.

Include a brief paper which includes specific information about items (a) through (e). This paper should be between 3-5 typed pages in length.

COURSE: VAE 6187

08187 Using the industrial education laboratory designed in a previous objective as a guide, the student will develop a paper that outlines plans for

a. storing tools and portable equipment. (sketches)
b. maintaining tools and equipment.
c. storing materials needed by students. (sketches)
d. storing supplies needed by students. (sketches)
e. storing student projects.
f. providing a tool checking system.
g. purchasing supplies ans materials.
h. keeping an inventory of materials and supplies.
i. issuing materials and supplies to students.
j. closing laboratory at the end of the term.

In items (a) through (j) there is an indication at the end of the line if sketches should be included with the written explanation of each item. The purpose of the sketches is to clarify the explanation. The written explanation of the plans for items (a) through (j) should answer the questions of: How? Where? When? Why? For some of the items (a-j) it may not be appropriate to answer each of these 4 questions. The length of this paper is based upon the student's judgment of the information needed to clearly outline to the instructor what is planned for items (a) through (j).

08188 Using the information developed in previous objectives, the student will develop a proposed operating budget outlining the costs of maintaining the instructional program in the laboratory for one year. All supplies and materials students will need, maintenance costs, contingency costs, and other items which figure into the costs of operating an industrial education laboratory should be included in the planned budget.

08189 The student will prepare a paper outlining the role of the industrial education teacher in providing personal, educational, and occupational guidance. The role which is outlined should be based upon the projected teaching specialization. Factors to be considered include

a. vocational counseling.
b. the role of the school counselor.
c. development of positive personality traits needed for living and working in a democracy.
d. courses offered in public schools and by business and industry to prepare learners for vocational competencies.
e. locating occupational information.
f. cooperative occupational training.

As an introduction to this paper, provide a brief introduction describing the teaching situation in which you envision this role being accomplished. The paper should be no longer than 3 typed pages.

COURSE: VAE 6187

08190 The student will identify five methods of developing positive community relations. These methods include

a. displaying student products.
b. encouraging the development of home workshops.
c. advertising industrial education programs to parents and the community.
d. involving business organizations and service clubs in your instructional program.
e. establishing and maintaining advisory committees.

08191 The student will describe the services which can be provided by advisory committees. Use each of the following general areas as a guideline and describe two services in each area which can be provided by advisory committees.

a. Student Recruitment, Selection, and Placement
b. Instructional Program
c. Teacher Assistance
d. Student Recognition
e. Public Relations

COURSE: VAE 6187

instructional decisions requiring

08192 The student will identify eight ple of evaluation information which
evaluation data and give an exam ation teacher in making each decision.
could assist the industrial edu ent and Evaluation*, some of these
As outlined in the text Measurem g evaluation information are as follows
instruction decisions and match

aching plans for this particular

a. How realistic are my t tal ability tests, past record of
group of pupils? (M achievement.)

e grouped for more effective learning? (Range

b. How should the pupils res, past record of achievement.)
of mental ability sc pupils ready for the next learning

c. To what extent are the s tests, pretests over needed skills
experience? (Readin ement.)
past record of achiev s attaining the minimum essentials of

d. To what extent are pup tests, observation.)
the course? (Master s progressing beyond the minimum

e. To what extent are pup quizzes, general achievement tests,
essentails? (Period
observation.) eview be most beneficial? (Periodic

f. At what point would a
quizzes, observation difficulties are the pupils encountering?

g. What types of learning ervation, pupil conferences.)
(Diagnostic tests, ob hievers? (Mental ability tests.

h. Which pupils are under
achievement tests) referred to counseling, special classes,

i. Which pupils should be (Mental ability tests, achievement
or remedial programs? s, observation.)
tests, diagnostic tes elf-understanding? (Self-ratings,

j. Which pupils have poor
pupil conferences.) l be assigned to each pupil? (Review

k. Which school mark shoul .)
of all evaluation dat ching? (Achievement tests, pupils'

l. How effective was my te ratings.)
ratings, supervisors'

*Gronlund, Norman E. Measurem nt and Evaluation. New York: The Macmillan Co., 1971, pp. 6.

COURSE: VAE 6187

08193 The student will identify one advantage and one disadvantage of the following test items.*

a. short-answer
b. alternate - responses
c. matching
d. multiple choice
e. interpretive exercises

The standard for determining satisfactory achievement of this objective will be based on materials developed in class and/or outlined in text materials.

08194 The student will critique the safety test previously developed in VAE 5187 and design a revised safety test using evaluation knowledge learned in VAE 6187. The critique should consider such factors as

a. definition of evaluation
b. validity
c. advantages and disadvantages of
   (1) short - answer
   (2) alternate - responses
   (3) matching
   (4) multiple choice
   (5) interpretive exercises
   (6) essay questions.

08195 Using industrial education periodicals, such as School Shop, and industrial education texts, the student will develop a form which provides a systematic method of evaluating student work or projects in the teaching specialization. The form should include provision for self-evaluation by the student (whose work or project is being evaluated). The form should be no longer than two typed pages in length and preferably only one page in length.

*Ibid., pp. 153, 160, 166, 181-183, 209-211, 223-225.

Prepared By:
Professor Field Services Committee
Systems Staff Member A. Deane

General Objectives
Approved May, 1972
Informational Objectives
Approved May, 1972
Planning Objectives
Approved May, 1972

VAE SYSTEMS PROJECT

VAE 4192/7192
INTERN TEACHING

BULLETIN DESCRIPTION

Prerequisite: Admission to student teaching.

Offered for S and U grades only. Student teaching in secondary schools; integration of theory and practice.

The performance objectives for VAE 4192/7192 have been grouped into the following categories:

I. PLANNING INSTRUCTION (09196 - 09200)

II. COMMUNICATION (09201 - 09204)

III. TEACHING METHODS AND TECHNIQUES (09205 - 09207)

IV. SUPPLEMENTARY MATERIALS (09208)

V. CLASS MANAGEMENT (09209 - 09215)

VI. PROFESSIONAL ROLE (09216 - 09219)

VII. EVALUATION (09220 - 09222)

VIII. GUIDANCE (09223)

VAE 4192/7192

INTERN TEACHING

09196 Using appropriate curriculum materials the intern will develop written semester plans in behavioral terms for each course he teaches. These plans should be based on the input of the intern. These plans will follow the basic format developed within the VAE Department. Semester plans will include:

a. terminal objectives for the term. Terminal objectives must represent competencies the intern wishes the student to achieve.
b. the sequence of topics or units to be covered during the semester plan.
c. the amount of time in classroom or laboratory hours which will be spent on each topic or unit.
d. the proposed evaluation process to be used in a criterion referenced format.

09197 The intern will write objectives in behavioral terms for unit plans and lesson plans which are relevant and significant for the learner. For effective communication each behavioral objective should contain the following components:]

a. who (representing the intern's student)
b. the behavior (an action verb which specifically describes what the student will be doing)
c. the product or result of that behavior
d. any relevant conditions pertinent to the stated behavior
e. criteria for evaluation of the behavior

1. The VAE performance objectives have been formulated by following the model presented in Behavioral Objectives and Instruction by Robert J. Kibler, Larry L. Barker, and David T. Miles (Boston, Mass: Allyn and Bacon, Inc. 1970)

09198 The intern will develop unit plans (project plans) for each of his previously developed semester plans if appropriate. The unit plan is to be given to the cooperating teacher and college supervisor at least one week prior to starting the first unit at the beginning of the semester. All successive unit plans should be handed in at least two weeks prior to implementation. The unit plan should include:

a. performance objectives for the unit.
b. a plan for breaking the unit into a series of lessons (block plan).
c. an approximate time schedule for each lesson in the unit. (Units are usually two to ten weeks long).
d. a single competency or a cluster of competencies (based on a central theme) as the basis for each unit.
e. an appropriate sequence of activities for the whole unit.
f. the plan for incorporating criteria referenced evaluation for the unit.
g. essential or appropriate priorities which authorities in the field agree are relevant for a particular unit.
h. content which is relevant and appropriate for the level of the group to be taught.

09199 The intern will develop a lesson plan for each class session for the purpose of implementing unit plans previously developed. Each lesson plan is to be given to the cooperating teacher at least one week prior to the presentation of the lesson. Duplicate copies will be presented to the college supervisors. Important components that should be incorporated into daily lessons plans include:

a. the performance objectives.
b. the generalizations or concepts being developed.
c. an introduction.
d. the learning experience which relates to content.
e. the daily summary (closure).
f. the proposed time schedule.
g. the supplies needed.
h. the teaching materials needed.
i. resources used to document objectives, content delivery system, and/or evaluation.
j. safety instruction relevant to the lesson
k. plans for evaluation of each lesson.
l. the delivery system and instructional strategies for the lesson.

09200 The intern will develop and maintain a suitable notebook which documents the general operational procedures for courses he teaches. The notebook will include (when applicable) the intern's

a. semester, unit, and lesson plans.
b. seating charts.
c. student organization plan.
d. daily order of business for a qualified and an unqualified substitute teacher.

The format will follow the organization developed in the VAE department. It should be ready for use the first day of the intern teaching experience. This notebook should be available at all times in the classroom or laboratory.

09201 Drawing upon his background of experiences and the VAE professional education sequence, the intern will demonstrate an ability to communicate effectively in written and oral form. The intern's demonstration of this ability may include the following activities.

a. Intern discusses probelms, personal objectives philosophy of education, concerns, or teaching strategies from the interning experience on a daily basis with the cooperating teacher
b. Intern discusses problems, concerns, teaching strategies from the interning experience with the college supervisor
c. Visits with fellow interns in the same or separate school
d. Intern maintains good rapport with students

Achievement of this objective will be determined following a three-way conference between the intern, the cooperating teacher and the college supervisor.

09202 In working with one or more students the intern will speak or write using appropriate vocabulary for the level of his students. Appropriate vocabulary will be demonstrated through the intern's use of

a. correct sentence structure.
b. clear pronunciation.
c. correct grammar.
d. terminology that is suitable for the level of the students.

Achievement of the objective will be determined following a three-way conference between the intern, the cooperating teacher and the college supervisor. Achievement will be determined following a minimum of two observations by the college supervisor.

09203 In both verbal and written communications the intern will give clear and concise directions to students so that they can take appropriate action. Clear and concise directions involve

a. speaking clearly enough for all students to hear when giving verbal directions.
b. making written directions as brief as possible.
c. planning and sequencing directions before giving them.
d. evaluating the resultant smoothness with which students act after receiving directions.

Achievement of the objective will be determined following a three-way conference between the intern, the cooperating teacher and the college supervisor after discussion of the foregoing points.

09204 Throughout the intern teaching experience the intern will demonstrate appropriate and effective communication skills. This includes both written and verbal communication. Written communication skills include

a. writing letters when this type of communication is needed to accomplish a task pertaining to the intern teaching experience.
b. stating instructional materials and directions in clear, precise terminology.
c. using correct sentence structure and garmmar.
d. having instructional materials clearly written or typed.
e. observing the points outlined in objective #09243.

Verbal communication skills include

a. getting attention of class, small group, or an individual before starting to communicate
b. having sensitivity to changing class conditions (e.g. does not attempt to speak over class undertone or normal working activities of a class).
c. speaking clearly and loudly enough to be heard by all.

Following a three-way conference between the intern, the cooperating teacher and college supervisor, the college supervisor will determine if this objective is being satisfactorily achieved by the intern no later than the end of the sixth week of the interning experience.

09205 The intern will select appropriate methods and teaching techniques (delivery systems or instructional strategies) and techniques to accomplish student achievement of objectives for each unit of instruction (includes lessons within the unit) for which he is responsible. The criteria which determines if the intern has selected methods and techniques is the degree of success that students have in attaining the objectives for a given unit of instruction. This success is determined by the evaluation process used by the intern to determine student achievement of the objectives. Through the results of this evaluation process the intern, in conference with the cooperating teacher and the college supervisor, will determine if the selected instructional methods and techniques have been appropriate and effective.

ies methods which each intern must
eaching experience), the intern
09206 Using the VAE list of methods (includ hods and the techniques for making
use at least once during the intern t ed to meet the interests, needs,
will experiment with a variety of met nt. The list will be provided
them effective which have been selec experience. Seventy-five percent
and abilities of the individual stude required methods must be used
at the start of the intern teaching e least once.
of the methods listed and all of the
in the intern teaching experience at

and his techniques for motivating
ory. Factors which may be used
09207 The intern will demonstrate methods a techniques include
students in the classroom or laborato
in determining successful motivation

cy on the part of students.
concepts of the subject.
a. the development of curiosit g of success on the
b. the development of positive chievement of the objectives
c. the development of a feelin social relationships
part of learners in the e
d. the development of positive
among students.

ans with instructional materials
individual student's interests,
09208 The intern will supplement lesson pl teria for this objective includes
and instruction designed to meet each
needs, and abilities. Evaluation cri signments or expectations
es.
a. planning differentiated ass tive types of individualized
for individual difference struction is not
b. selecting and using alterna
instruction when group i
functional.

jointly determined through
Achievement of this objective will b ern, the cooperating teacher,
discussion sessions involving the int
and the college supervisor.

) and field test equipment or
09209 The intern will select (or construct dual progress charts, scheduling
supplementary materials (e.g. indiv will assist the intern in
charts, work assignment charts) that ory. The intern will have met this
managing the classroom and/or labora s have been selected (or constructed)
objective when a minimum of two item urpose of improving the management of
and effectively implemented for the mples of criteria which will be used
the classroom and/or laboratory. Ex
in determining effectiveness include

and student time.
a. the efficient use of inter student learning
b. the effective management o
experiences. ning environment.
c. attainment of a viable les and effective daily
d. attainment of an efficient classroom and/or laboratory.
order of business in the

ermined by the intern, the
The effectiveness will be jointly de supervisor.
cooperating teacher, and the college

09210 After discussion with the cooperating teacher and administrators designated by the cooperating teacher, the intern will explain to the college supervisor the procedures of the school system for ordering and purchasing supplies and equipment. In the explanation the intern will include

a. the chain of command that a supply or equipment order needs to proceed through to secure approval.
b. the control the teacher has over what is purchased.
c. the amount of time required from initiation of the order to the receipt of the approved purchase order by the supplier.
d. the amount of time required from initiation of the order to delivery to the classroom or teacher.
e. the current capital and operating budget of the intern's classroom and/or laboratory. This will include the amount allocated for the supplies for each student.
f. procedures used when students purchase their own supplies.

09211 The intern will leave the classroom and/or laboratory in order at the class of school each day. Satisfactory achievement of this objective will be determined by the cooperating teacher wiht the assistance of the college supervisor while observing the intern's performance in managing the procedures for

a. returning tools and equipment to their proper storage area.
b. storing materials and supplies in correct areas.
c. organizing chairs and other furniture for the next day's activities.
d. preparing materials for the following day's classes.

09212 The intern will organize routine classroom/laboratory procedures for more effective use of the learner's time. Criteria used for determining the intern's ability to organize routine procedures includes developing or selecting a

a. system for taking attendance.
b. system for excusing and admitting students to class.
c. system for handling completed student assignments.
d. system or process for making up absenteeism; late

Achievement of this objective will be determined following a three-way conference between the intern, the cooperating teacher, and the college supervisor.

09213 The intern will provide instruction to his students on general and specific safety precautions appropriate to the area(s) being taught. The basic instruction will include

a. general safety precautions.
b. the selection or development of appropriate safety tests for machines.
c. the integration of safety instruction into all aspects of the classroom/laboratory instructional program.

Achievement of this objective will be jointly determined by the intern, the cooperating teacher, and the college supervisor.

09214 The intern will demonstrate in the classroom and/or laboratory how he functions as a teacher by

a. outlining his management responsibilities as he sees them when asked by his cooperating teacher, college supervisor, or students and peers.
b. managing the learning activities of his students so each student is demonstrating achievement of objectives which comprise the program competencies.
c. asking questions and not giving the answers that students whould determine by themselves and conversely providing helpful information when a student wishes the intern's opinion.
d. suggesting appropriate tasks to be done by the students when the students need differetiated, additional, or fewer tasks to attain a competency.
e. organizing, training, and encouraging his students to keep their classroom/laboratory in a clean, orderly, efficient manner.
f. delegating responsibility for student goal assessment to other students who have successfully met the criteria for evaluation and then randomly checking students for skills to determine if responsibility was assumed by students.
g. exercising discipline positively so all students profit from the learning environment. The intern will orally or in writing cite specific examples of critical incidents to his cooperating teacher, college supervisor, or peers at their request.
h. developing positive relationships with his students evidenced by their acceptance and outward respect for the intern as a director of learning.
i. securing needed supplies and equipment through appropriate arrangements with his cooperating teacher and the school system.

Achievement of this objective will be jointly determined by the intern, the cooperating teacher, and the college supervisor.

09215 The intern will outline in writing his educational philosophy as it relates to class management and cite a specific incident each week during his interning when this philosophy was practiced.

09216 In order to keep the college supervisor, curriculum area coordinator, and cooperating teacher informed of his activities, the intern keep a daily log of professional teaching activities. A VAE handout will be given to the intern explaining the suggested format for the log and possible activities which should be included in the log. The following are examples of activities which would be entered in the log.

a. interview principal or assistant principal
b. interview department head
c. student or parent conference

09217 The intern will identify with the role of the professional teacher in personal habits. The intern should exemplify the expectations of the role for which the student is being prepared. These expectations include

a. personal hygiene.
b. appropriate grooming for the role of the teacher.
c. being punctual and dependable.
d. taking initiative in dealing with issues that arise in the classroom or laboratory.

The evaluation of this objective will be continuous from the start of intern teaching to the completion of the experience. Satisfactory attainment of this objective will be determined through three-way conferences involving the intern, the cooperating teacher, and the college supervisor.

09218 The intern will identify with the role of the professional teacher in personal attitudes and inter-personal relationships. These include

a. being friendly and courteous to others.
b. showing a good sense of humor.
c. demonstrating social amenities.
d. demonstrating poise, maturity, and emotional stability in the classroom or laboratory.
e. demonstrating effective written and verbal communication.
f. the ability to establish positive inter-personal relationships with students, the cooperating teacher, the schools, professional staff, university consultants, parents, school custodial personnel, and others from the community.
g. positive aggressiveness.
h. providing help or those who have been absent and are returning to class.
i. providing educational, personal, and occupational guidance.

The evaluation of this objective will be continuous from the start of intern teaching to the completion of the experience. Satisfactory attainment of this objective will be determined through a discussion session involving the intern, the cooperating teacher, and the college supervisor following at least two supervisory visits.

09219 The intern will demonstrate interest and support of his chosen profession. This interest and support will be identified through his activities. These activities (minimal) include .

a. belonging to at least one major professional association as a student member in the intern's major field.
b. experimenting in the classroom or laboratory with experiences and ideas gained from the intern seminar.
c. attending one or more professional meetings, in the intern's major field during the interning experience. (workshops, in-service training etc.)
d. attending one or more related professional meetings in an area outside of the intern's major field yet related to education.

Satisfactory attainment of this objective will be determined through a discussion session involving the intern, cooperating teacher the college supervisor and the anecdotal remarks kept in the Professional Teaching Activities Log.

09220 By identifying the methods and techniques used and the relative success of each, the intern will evaluate students in relation to attitudes and appreciations as well as cognitive, psychomotor, and social development. Acheivement of this objective will be determined following a three-way conference involving the intern, the cooperating teacher, and the college supervisor.

09221 Using the behavioral objectives for the unit and/or lesson plans, the intern will assess and record each student's development in relation to these objectives to determine if they have been achieved. The evaluation methods or techniques chosen by the intern to evaluate student achievement will be based on the objectives for the unit or lesson being evaluated. The assessment will be in relation to a pre-determined criterion related to each of the unit objectives. Achievement of this objective will be determined following a three-way conference involving the intern, the cooperating teacher, and the college supervisor.

09222 The intern will plan for seeking the cooperation of the students in continuously evaluating the methods and techniques used by the intern to achieve the objectives of a course. The intern will discuss his plans with the cooperating teacher and the college supervisor before implementing them. The intern's plans for student evaluation should include

a. provision for involvement of students in his/her classes.
b. more than one method of seeking student evalution.
c. a general evaluation of how the students think the intern is performing in his role using an instrument provided in the intern teaching seminar.
d. evaluation of the delivery systems used by the intern in the classroom or laboratory.

09223 The intern will demonstrate in the classroom or laboratory how he functions as a director of learning by demonstrating his ability to use specific outside-the-classroom facilities and services for achieving maximum student achievement and well being inside the classroom. (e.g. guidance services, rehabilitation services, etc.) Achievement will be determined by the cooperating teacher through discussion with and observation of the intern.

Prepared By:
Professor Field Services Committee
Systems Staff Member A. Deane

Informational Objectives:
Approved March 1, 1972
Planning Objectives:
Approved April 19, 1972

VAE SYSTEMS PROJECT

VAE 4193/7193
TEACHING INTERNSHIP SEMINAR

CURRENT BULLETIN DESCRIPTION

Pre-requisite: Admission to intern teaching.
Co-requisite: VAE 4192, 3601

Developing and sharing concepts, methods, and techniques necessary for a competency based program in intern teaching. Curriculum area and joint vocational and career education sessions.

The performance objectives for VAE 4193/7193 have been grouped in the following categories:

I. PLANNING AND IMPLEMENTING INSTRUCTION (10224 - 10230)

II. COMMUNICATION (10231 - 10234)

III. OBJECTIVES (10235)

IV. MOTIVATION (10236 - 10237)

V. CLASS MANAGEMENT (10238 - 10239)

VI. PROFESSIONAL ROLE OF INTERN AND TEACHER (10240 - 10252)

VII. EVALUATION (10253 - 10262)

VIII. DISCIPLINE (10263 - 10264)

The objectives with an asterisk (*) at the end are ones which partially fulfill the philosophical objectives of the intern teaching seminar. These have been identified for VAE by Mr. Robert Craig, of the Department of Educational History and Philosophy.

CRITERIA STATEMENT: For the purposes of this seminar there are two levels of evaluation.

a. accomplishment (performance based).

b. progress and/or professional growth (informal evaluation).

In other words, the focus will be on individual progress, not product.

VAE 4193/7193

TEACHING INTERNSHIP SEMINAR

*10224 The intern will analyze his needs and recommend in writing specific learning experiences which he feels could be incorporated into the seminar to benefit and assist in his professional growth. Each recommended learning experience must be supported by a brief rationale. The rationale for each recommended learning experience will be verbally stated while participating in a small group seminar session. (Informal Evaluation).

10225 The student will select items which he is currently using in intern teaching as a basis for seminar discussion. The item include

a. supplementary materials and equipment.
b. methods and techniques.

Each specific item chosen from the above categories will be supported by a written rationale which demonstrates professional accountability for the selection process. The rationale will include

a. the intern's knowledge of what comprises a relevant delivery system.
b. the intern's knowledge of what comprises good instructional design.
c. the intern's familiarity with two pieces of literature to substantiate his rationale.
d. a bibliography of all inputs used as a basis for selecting and experimenting with specific equipment, supplementary materials, methods, or techniques of instruction.

*10226 Through his involvement in large or small seminar groups the intern will discuss his strategy for providing for individual differences. The intern may use as a basis for the discussion, strategies:

a. used by the cooperating teacher.
b. currently being implemented in the classroom or laboratory by the intern.
c. used by other teachers the intern has observed.
d. incorporated into methods and techniques selected and experimented with as part of objective #10266.

As part of his discussion the intern will state how cognitive, psychomotor, and affective learning activities are incorporated into the intern's strategies for providing for individual differences.

*10227 Through his involvement in large or small seminar groups the intern will discuss how he uses preventive preparedness (planning) in dealing with undesirable behaviors of his own students. In the discussion of the tactics for dealing with undesirable behaviors of students, the intern will include his notion of man from

a. materials recommended for self-selected reading.
b. his personal psychological disposition.
c. his interpretation of the model of man as developed in a large group seminar session.

10228 Through his involvement in large or small seminar groups the intern will discuss his method(s) of organizing routine procedures for greater efficiency in the classroom or laboratory. The selected organizational method(s) shared with fellow interns and the group leader need not be originated by the intern, but they must be ones that are currently being used by the intern in the daily order of business of the classroom or laboratory interning experience.

10229 Given a situation, the intern will select an appropriate delivery system for effective teaching, justify his choice, and outline it in writing. The intern will verbally justify his selection to the satisfaction of his peers and the small group leader. The justification for the selected delivery system will be based on the intern's educational background and experience. The evaluation of the delivery system will be based upon its appropriateness to the group for which it was planned.

*10230 The intern will systematically compare in writing and verbally outline his current intern teaching assignment to general philosophical models of education. Once this model(s) has been developed and outlined for his peers and the group leader the intern will compare it to the reality of his current intern teaching assignment.

10231 In taking part in seminar activities, the intern will speak using appropriate vocabulary for the level of his peers. Performance in this area will evaluated by group leaders throughout the entire seminar. The intern will demonstrate appropriate vocabulary by using

a. correct sentence structure.
b. clear pronunciation.
c. correct grammar.

10232 Through participation in large or small group activities the intern will give directions clearly and concisely so that fellow interns can take appropriate action. The criteria for demonstration of these abilities include

a. speaking clearly.
b. thoroughly planning directions.
c. acting smoothly after having received the direction.

10233 Through his activities in large and small seminar groups the intern will demonstrate effective and correct communication skills. Effective and correct written communication skills include

a. written materials and directions in clear precise terms.
b. effective use of written memorandums in communicating with fellow interns and small group leaders.
c. correct grammar and sentence structure.
d. clearly written or typed materials.

Effective and correct verbal communication skills include

a. points outlined in objective #10272.
b. getting attention of audience before starting to communicate.
c. showing sensitivity to changing audience conditions (e.g. does not attempt to speak over class undertone).
d. speaking loudly and clearly enoughly to be heard by all.

The intern's performance will be evaluated by small and large group leaders.

*10234 Through participation in large or small groups the intern will discuss his analysis of the intern's role and responsibilities in communicating with

a. the cooperating teacher.
b. the college supervisor.
c. other intern teachers.
d. his students.
e. school administration in his assigned school.
f. regular faculty within his assigned school.
g. the two most common types of communication-- written and verbal communication.
h. the home through standard report cards.

The small group leader is responsible for eliciting discussion on the foregoing topics from each intern. Each intern has an individual responsibility to participate in the discussion. (Informal Evaluation)

*10235 In taking part in seminar activities, the intern will state all objectives (for presentation, handouts and etc.) in behavioral terms. The format for the objectives will follow the five component model identified in the text Behavioral Objectives and Instruction by Kibler, Barker, and Miles.

*10236 Through participation in small groups the intern will discuss motivation techniques he is currently using in the intern teaching experience to promote

a. student interest in the topic under discussion.
b. positive social relationships between and among students.
c. student curiosity.

*10237 Based on the current intern teaching experience, the intern will verbally describe a method he is using for positive reinforcement of desirable student behaviors. The intern's description will be accomplished through participation in a small group seminar session. (Informal Evaluation)

*10238 Through participation in small groups the intern will discuss current operating procedures (e.g. progress charts, trnasparencies etc.) and responsibilities of both the learner and the intern. The discussion of operating procedures will be centered on the current intern teaching assignment. Factors which will be considered in evaluating the discussion include

a. appropriateness of the operating procedure to the situation.
b. quality of workmanship of materials used to implement the operating procedure.
c. factors involved in ordering and purchasing supplies and equipment.

*10239 Based upon his philosophy of education and the current intern teaching experience, the intern will develop a written self-analysis of the strengths and weaknesses of his classroom/laboratory management abilities. (Informal Evaluation)

*10240 In taking part in small group seminar activities, the intern will deal with the subject matter in a realistic and relevant manner. Evaluation criteria include

a. how the intern relates the subject matter to student's current and past high school activity in the world of work.
b. how the intern relates the subject matter to current social problems.
c. how the intern determines what is relevant and realistic material.
d. how relevant are the materials brought in to be shared with other interns.
e. how realistic the intern is in the solutions developed for various problems.

It should also be emphasized that intern teachers are responsible for helping other interns see where they are not being relevant or realistic. The small group leader will continully evaluate the performance of each intern to determine if this objective is being met.

10241 Through his activities and actions in seminar the intern will demonstrate his courtesy towards fellow interns and seminar teaching staff. This objective will be evaluated subjectively by the small group leaders, the student's fellow interns, and the faculty using as criteria the

a. attitude with which an intern approaches an assigned task.
b. willingness of an intern to respect the thoughts and ideas of others.
c. the ability of the intern to deal with a problem situation in a manner acceptable to fellow interns and seminar teaching staff.

10242 Through attendance and participation in seminar activities, the intern will determine if he is dependable and punctual. The student's individual record of attendance and performance will be used to evaluate the intern's successful fulfillment of this objective. Having missed a seminar, the student will have the responsibility of contacting the Field Services Committee to secure and follow through on his make-up assignment. It should be emphasized at this point that the intern should view himself/herself as a professional person with the attending responsibilities that are included in that role. The student should also realize that tardiness at meetings is particularly distracting to the rest of the group.

10243 Through interaction in small group sessions the intern will show friendliness and a good sense of humor. The responsibility for checking on the intern's attainment of this objective rests with the small group leader and the intern. (Informal Evaluation)

10244 Through his interactions with fellow interns and seminar staff the intern will indicate his personal poise, maturity, and emotional stability. Responsibility for the attainment of this objective rests primarily with the intern. Feedback on the attainment of this objective will be received from fellow interns and the small group leader. (Informal Evaluation)

10245 Through his activities in seminar the intern will demonstrate courtesy to his fellow man. The responsibility for the attainment of this objective rests primarily with the intern. The intern will receive feedback on the attainment of this objective from fellow interns and the small group leader. (Informal Evaluation)

10246 Through participation in seminar activities the intern will indicate his ability to exercise initiative. This will be demonstrated by the intern a minimum of four times during the course of the intern seminar. Examples of intiative include

a. volunteering for committee work
b acting as secretary or recorder of a small group.
c. accepting leadership in carrying out something proposed by a small group.
d. taking care of a seminar situation as it arises.

The major responsibility for the attainment of this objective rests primarily with the intern. Each student will identify in writing personal incidents of initiative which he considers to have demonstrated his initiative in seminar.

*10247 Through his involvement in seminar activities the intern will establish positive interpersonal relationships with fellow interns and staff members. The major responsibility for attainment of the objective rests primarily with the intern. The small group leader along with the college supervisor will be primarily responsible for recording specific incidents of positive interpersonal relationships. (Informal Evaluation)

*10248 The intern will relate the intern teaching seminar to his current teaching experience in a positive manner. The major responsibility for the attainment of this objective rests primarily with the intern. The college supervisor will have the responsibility of recording specific incidents pertaining to this objective on the student's seminar record. (Informal Evaluation)

10249 The intern will serve as an active member or chairman of a small or large group seminar session or committee. Each intern will be responsible for serving as a small group leader for at least one session.

10250 The intern will join a student's section of a professional organization. The student will present written documentation of this affiliation to the VAE Field Services Committee.

10251 The intern will complete and give his teaching credential file to the WSU College of Education Teacher Placement Office. The Field Services Committee will make arrangements with the Placement Office to have them identify each student who has completed his placement file.

10252 Given class and field experiences, the student will identify and analyze the ethical factors that reflect the commitment of a professional teacher in moving from one position to another.

10253 In taking part in seminar activities the intern will include plans for evaluation at each presentation in which he is actively involved to determine whether or not the objectives have been achieved. Using a standardized form the student will make a self-evaluation of his presentation. The criteria for evaluating the student's self-evaluation of his presentation will be the objectivity of the student in performing the self-evaluation.

*10254 Through seminar discussion in sm
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The evaluation will be in relat

a. the attitudes, appreci
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b. the cognitive developm
intern's students.
c. the psycho-motor devel
intern's students.
d. what the intern will b
own classroom or lab
e. selecting three superi
from fellow interns.
f. relevancy to interns'

(Informal Evaluation)

*10255 Using critical incidents which
interns, the intern will diagno
and suggest solutions. The cri
be written form. The intern's
critical incident will be evalu
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10256 Through his involvement in larg
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in evaluating teaching methods
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staff representative present.
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Each intern will participate in
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items on a standardized form.

*10258 The intern is responsible for s
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the intern teaching experience.
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The intern will discuss his evaluation
all seminar group to determine if
d techniques have been selected or
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*10259 Through participation in small group activities the intern will discuss methods for determining the capabilities each learner already has or does not have. Each intern will discuss at least one method currently being used by himself or his cooperating teacher to determine learner capabilities. Methods for determining learner capabilities include

a. pre-tests.
b. performance tests.
c. previous student records.
d. pre-requisite skill tests.

Satisfactory discussion of this topic by the intern will be determined by the small group leader.

10260 The intern will describe how he would interpret his student records to a student and to parents. The description of these two processes will be completed verbally by the intern in a small group seminar session. It is expected that other interns and the group leader will comment on the verbal description given by each intern. (Informal Evaluation)

*10261 Given a situation regarding a student's progress in school, the intern will evaluate the situation and prescribe possible solutions to problems the student appears to be having The intern will justify his written evaluation and diagnosis in terms of his philosophy of education and school policy.

10262 Through participation in a small group the intern will analyze and discuss professional accountability in relation to his general philosophical model of education. Once the intern has discussed his conceptual view of professional accountability with his peers and the group leader the intern will compare it to the reality of his current intern teaching assignment. (Informal Evaluation)

*10263 Given a typical class situation, the intern will list at least 5 acceptable standards of learner behavior. The intern will discuss and compare the acceptable standards of behavior he has chosen with the standards selected by other interns in his small group.

*10264 Through participation in small groups, the intern will discuss his concept of discipline. The discussion will center around

a. class management.
b. teacher-student relationships.
c. the learning environment.
d. the intern's philosophy of education.

(Informal Evaluation)

APPENDIX

EXPLANATORY NOTES

This appendix is divided into three parts:

1. Course and Objective Code Numbers
2. Competencies and Related Performance Objectives
3. Performance Objectives and Matching Competencies

Each of the 75 competencies in the VAE Model requires the attainment of one or more performance objectives. For each competency these specific performance objectives have been identified. Parts 2 and 3 show the cross-reference between the competencies and the performance objectives.

"2. Competencies and Related Performance Objectives" lists each competency in order by number only. Next to each number are the numbers of all performance objectives throughout the program which lead to the mastery of that particular competency.

"3. Performance Objectives and Matching Competencies" is a similar cross-listing but from the opposite point of view. Here is a numerical list of each performance objective in the pre-service program. Next to each objective is the competency (by number) which it matches. Here it can be seen that a given performance objective may match more than one competency.

All objective numbers may be interpreted by referring to the first part of the Appendix - "1. Course and Objective Code Numbers." With this chart one can use the first two digits of each objective number to relate that objective to a given course.

1. COURSE & OBJECTIVE CODE NUMBERS

COURSE CODE	COURSE #	OBJECTIVES
01	5191	01001*- 01025
02	5925	02026 - 02091
03	5133	03092 - 03102
04	5134	04103 - 04115
05	4141	05116 - 05133
06	4143	06134 - 06142
07	5187	07143 - 07174
08	6187	08175 - 08195
09	4192	09196 - 09223
10	4193	10224 - 10264

*This number is read as follows:
The first two digits (01) refer to the first course in the professional sequence 5191.

The last three digits (001) is the number assigned to that performance objective in the program. This means that course 5191 has 25 objectives - 001 through 025.

2. COMPETENCIES AND RELATED PERFORMANCE OBJECTIVES

COMPETENCY #'S	OBJECTIVE #'S
1	01010, 02055, 02056, 02057, 02058, 02059, 02062, 02063, 02064, 02066, 03101, 04103, 04104, 04105, 05129, 06134, 06141, 07143, 08176, 08187, 09208 10224, 10236, 10259
2	03098, 04104, 04105, 04111, 07143, 07144, 07145, 07146, 07147, 07148, 07149, 08183
3	03098, 04105, 05120, 07143, 07144, 07145, 07146, 07147, 07148, 07149, 08179
4	02076, 03097, 04103, 04111, 04113, 04114, 05118, 05119, 05128, 07144, 08183
5	02076, 03097, 03098, 04103, 04105, 04111, 04113, 04114, 05118, 05119, 05124, 05125, 08185, 10225
6	01012, 01013, 01014, 02044, 03097, 04103, 04104, 04105, 05116, 05128, 05129, 07143, 07147, 08185, 09196, 09197, 10235

COMPETENCY #'S	OBJECTIVE #'S
7	02047, 02048, 02049, 03097, 04103, 04104, 04105, 04106, 04107, 04113, 04114, 04115, 05130, 07144, 07147, 08177, 08185
8	03097, 03098, 04103, 04104, 04105, 04106, 04107, 04108, 04109, 04110, 04111, 04112, 04113, 04114, 04115, 05128, 05130, 07145, 07146, 07147, 08183, 09197, 09198
9	02049, 03097, 03098, 04103, 04104, 04105, 04106, 04110, 05122, 05124, 07145, 08185, 09197, 09199, 09208, 09209
10	02032, 02033, 02034, 02035, 02036, 02037, 02038, 02039, 02040, 02041, 02042, 02046, 02049, 02050, 02051, 02052, 02053, 02055, 02061, 02066, 02067, 02068, 02070, 02071, 02072, 02075, 02077, 02078, 02079, 02080, 02081, 02082, 03092, 03098, 04103, 04104, 04105, 04106, 04107, 04108, 05120, 05124, 05128, 06137, 06140, 07174, 08176, 08179, 08180, 08181, 08182, 08185, 09205, 09206, 09219, 10229, 10259
11	02076, 03097, 03098, 04103, 04104, 04105, 04110, 04111, 04113, 04114, 04115, 06141, 07143, 07144, 07145, 07146, 07147, 07148, 07149, 08176, 08182, 08183, 08185

COMPETENCY #'S	OBJECTIVE #'S
12	03102, 04108, 04109, 04112, 04115, 05121, 05122, 05123, 08177, 08185, 09209
13	03102, 04103, 04104, 04105, 04108, 04115, 05121, 05122, 05123, 05125, 07164, 08179, 08180, 08182, 08185
14	03100, 04015, 05121, 06134
15	01015, 01016, 04110, 04111, 04112, 05120
16	01011, 02012, 03097, 04105, 05132, 05133
17	03097, 04103, 07148, 09200
18	07157, 07162, 08175, 08177, 08180, 08182
19	01009, 01010, 01011, 01019, 01021, 02045, 07154, 10262
20	02039, 02040, 02047, 02048, 02049, 02051, 02053, 02054, 02059, 02062, 02063, 02064, 02078, 03099, 04105, 04106, 04107, 04108, 04109, 04113, 04114, 04115, 05125, 08185, 09199, 09202, 09204, 09205, 09207, 09246, 09248, 09220, 09221, 10233, 10236, 10237, 10240, 10255, 10263

COMPETENCY #'S	OBJECTIVE #'S
21	02049, 02050, 02053, 02054, 02077, 02078, 02079, 02080, 02081, 02082, 02084, 03099, 04106, 04107, 04108, 04109, 04113, 04114, 04115, 05125, 05127 06139, 06142, 07172, 07173, 08182, 08185, 09199, 09202, 09204, 09205, 09206, 09207, 09214, 09223, 10231, 10232, 10233, 10235, 10240, 10249
22	03097, 03098, 04106, 04107, 04108, 04109, 04113, 04115, 08177, 08185, 09221, 10258, 10259
23	04106, 04109, 04115, 05122, 10229
24	03099, 04106, 04107, 04108, 05122, 08182, 08184, 09208
25	03102, 04106, 04108, 04113, 04114, 05125, 07173 08179, 08180, 08181, 08182, 08185, 09205, 09206, 09207, 10225
26	04106, 04107, 04108, 04109, 04113, 04114, 04115, 07156, 07157, 07158, 09209, 09210, 09211, 09213, 09214, 09215
27	02035, 04106, 04107, 04108, 04109, 04113, 04114, 07162, 08175, 08180, 08182, 09208, 09214

COMPETENCY #'S	OBJECTIVE #'S
28	02079, 02080, 02082, 03099, 04106, 04107, 04198, 04113, 04114, 04115, 08175, 09220, 09221, 10227
29	03099, 04106, 04107, 05125, 08176
30	04108, 04109, 04113, 04114, 08184, 08187, 09211
31	02091, 04108
32	01024, 01025, 02036, 02088, 02089, 02090, 03099, 04106, 04107, 04113, 04114, 04115, 05117, 05126, 05131, 05132, 08185, 09220, 09222, 10234, 10238, 10253, 10258, 10260
33	02054, 02065, 03099, 04106, 04107, 04108, 04113 04114, 04115, 05123, 05125, 05127, 06138, 06141, 07155, 07162, 08179, 08180, 08185, 09206, 09220, 09222, 10226, 10229, 10254, 10256, 10257, 10258, 10260
34	02065, 02085, 02087, 04106, 04107, 04108, 04113, 04114, 04115, 05124, 05133, 07154, 08192, 08193, 08194, 08195, 09221, 09222, 10256, 10257, 10260

COMPETENCY #'S	OBJECTIVE #'S
35	02069, 02073, 02074, 04106, 04107, 04108, 04113, 04114, 05116, 05117, 05131, 05132, 07150, 07151, 08175, 08179, 08180, 08192, 08193, 08194, 08195, 09221, 09222, 10255
36	02069, 02073, 02074, 02079, 04107, 08175, 08193, 09221, 10253
37	03093, 03094, 03095, 04110, 04111, 04112, 06136, 07164
38	08189, 09223
39	08189, 08190, 09223
40	01018, 01019, 03099, 04106, 04107, 04108, 04109, 04113, 04114, 04115, 08189
41	02043, 08189, 10253, 10255
42	08189, 09218
43	07153, 08177, 08178, 08189, 09218, 09223
44	08189, 09218, 09223
45	04108, 08180, 08182, 08183, 08189

COMPETENCY #'S	OBJECTIVE #'S
46	02059, 02062, 02063, 02064, 03096, 08178, 09214, 09220
47	08189, 08190, 09216
48	07151, 08189
49	03099, 07149, 07161, 08187
50	03099, 04106, 04108, 07159
51	04106, 04108, 07160, 07171, 08184, 08187, 09214
52	03099, 04115, 05124, 07158, 07165, 07167, 07168, 07169, 07170, 08184, 08186, 08187, 08188, 09210 09211, 09214, 10228
53	02071, 02072, 02073, 02074, 02075, 02076, 02083, 02084, 03099, 04103, 04104, 04105, 04108, 06138, 07157, 07165, 07166, 07167, 07168, 07169, 08177, 09212, 09213, 09214, 09222, 10228
54	03099, 07162
55	04108, 07149, 07150, 07152, 07154, 07163, 08188

COMPETENCY #'S	OBJECTIVE #'S
56	02060, 04108, 09214
57	02060, 04106, 09214
58	02063, 02064, 02065, 04103, 04104, 04105, 08176, 10227, 10237, 10255, 10264
59	02077, 02079, 03096, 08190, 09216, 09218, 10234, 10241, 10247
60	03096, 09218, 10234
61	03096, 04106, 04108, 07172, 09218, 09245, 10241, 10242, 10243, 10244, 10247
62	02030, 08190, 08191
63	01022, 01023, 03100, 08190, 08191
64	01008, 03092, 03093, 03094, 03095, 03098, 04110, 04111, 04112, 04114, 09219,
65	08191, 10230
66	03096, 04106, 04108, 09217

COMPETENCY #'S	OBJECTIVE #'S
67	03096, 04106, 04108, 09217
68	01003, 01017, 04106, 04108, 08181, 09201, 09202, 09203, 09204, 09217, 09218, 10231, 10232, 10233, 10234
69	10251
70	01001, 01002, 02028, 09197, 10262
71	01004, 01005, 01006, 01007, 03092, 09219, 10250
72	01008, 01020, 01022, 01023, 02026, 02027, 02029, 02031, 03092, 03093, 03094, 03095, 04110, 04111, 04112, 06135, 06136, 08191, 09216, 09219
73	10242, 10246, 10247
74	08178, 10239
75	10245, 10254, 10264

3. PERFORMANCE OBJECTIVES AND MATCHING COMPETENCIES

OBJECTIVE #'S	COMPETENCY #'S	OBJECTIVE #'S	COMPETENCY #'S
01001	70	01023	63, 65
01002	70	01024	32
01003	68	01025	32
01004	71	02026	72
01005	71	02027	72
01006	71	02028	70
01007	71	02029	63
01008	72, 64	02030	62
01009	19	02031	72
01010	1, 19	02032	10
01011	18, 19	02033	10
01012	6, 16	02034	10
01013	6	02035	10, 27
01014	6	02036	10
01015	15	02037	10
01016	15	02038	10
01017	68	02039	10, 20
01018	40	02040	10, 20
01019	19, 40	02041	10
01020	72	02042	10
01021	19	02043	41
01022	63, 72	02044	6

OBJECTIVE #'S	COMPETENCY #'S
02045	19
02046	10
02047	7, 20
02048	7, 20
02049	7, 9, 10, 20, 21
02050	10, 21
02051	10, 20
02052	10
02053	10, 20, 21
02054	20, 21, 33
02055	1, 10
02056	10, 20
02057	1
02058	1
02059	1, 20, 46
02060	56, 57
02061	10
02062	1, 20, 46
02063	1, 20, 46, 58
02064	1, 20, 46, 58
02065	33, 34, 58
02066	1, 10
02067	10
02068	10
02069	35, 36
02070	10
02071	10, 53
02072	10, 53
02073	35, 36, 53
02074	35, 36, 53
02075	10, 53
02076	4, 5, 11, 53
02077	10, 21, 59
02078	10, 20, 21
02079	10, 21, 28, 36, 59
02080	10, 21, 28
02081	10, 21
02082	10, 21, 28
02083	53
02084	21, 53
02085	34
02086	32
02087	34
02088	32
02089	32
02090	32
02091	31
03092	10, 64, 71, 72
03093	37, 64, 72
03094	37, 64, 72
03095	37, 64, 72
03096	46, 59, 60, 61, 66, 67,
03097	4, 5, 6, 7, 8, 9, 11, 16, 17, 22

OBJECTIVE #'S	COMPETENCY #'S
03098	2, 3, 5, 8, 9, 10, 11, 22, 72
03099	20, 21, 24, 28, 29, 32, 33, 40, 49, 50, 52, 53, 54
03100	14, 63
03101	1
03102	13, 25
04103	1, 4, 5, 6, 7, 8, 9, 10, 11, 13, 17, 53, 58
04104	1, 2, 6, 7, 8, 9, 10, 11, 13, 53, 58
04105	1, 2, 3, 5, 6, 7, 8, 9, 10, 11, 13, 14, 16, 20, 53, 58
04106	7, 8, 9, 10, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 32, 34, 33, 35, 40, 50, 51, 57, 60, 61, 67, 68
04107	7, 8, 10, 20, 21, 22, 24, 26, 27, 28, 29, 32, 33, 34, 35, 36, 40
04108	8, 10, 12, 13, 20, 21, 22, 24, 25, 26, 27, 28, 30, 31, 33, 34, 35, 40, 45, 50, 51, 53, 55, 56, 61, 66, 67, 68
04109	8, 12, 20, 21, 22, 23, 26, 27, 30, 40
04110	8, 9, 11, 15, 37, 64, 62
04111	2, 4, 5, 8, 11, 15, 37, 64, 72
04112	15, 37, 64, 72
04113	4, 5, 7, 8,11, 20, 21, 22, 25, 26, 27, 28, 30, 32, 33, 34, 35, 40
04114	4, 5, 8, 11, 20, 21, 22, 26, 28, 30, 32, 33, 34, 35, 40, 64
04115	7, 8, 11, 12, 13, 20, 21, 22, 23, 26, 28, 32, 33, 34, 40, 52
05116	6, 35
05117	32, 35
05118	4, 5
05119	4, 5
05120	3, 10, 15
05121	12, 13, 14
05122	9, 12, 13, 23, 24
05123	12, 13, 33
05124	5, 9, 10, 34, 52
05125	5, 13, 20, 21, 25, 29, 33

OBJECTIVE #'S	COMPETENCY #'S
05126	32
05127	21, 33
05128	6, 4, 10, 8
05129	1, 6
05130	7, 8
05131	16, 32, 35
05132	32, 35
05133	16, 17, 34
06134	1, 14
06135	72
06136	37, 72
06137	10
06138	1, 10, 11, 21, 33, 53
06139	21
06140	10
06141	1, 11, 33
06142	21
07143	1, 2, 3, 6, 11
07144	2, 3, 4, 7, 11
07145	2, 3, 8, 9, 11
07146	2, 3, 8, 11
07147	2, 3, 6, 7, 8, 11
07148	2, 3, 11, 17
07149	2, 3, 11, 49, 55
07150	35, 55
07151	35, 48
07152	55
07153	35, 43
07154	19, 34, 55
07155	33
07156	26, 53
07157	18, 26, 53
07158	26, 52
07159	50
07160	51
07161	49
07162	18, 27, 33, 54
07163	55
07164	13, 37
07165	52, 53
07166	53
07167	52, 53
07168	52, 53
07169	52, 53
07170	26, 52
07171	51
07172	21, 61
07173	21, 25

OBJECTIVE #'S	COMPETENCY #'S
07174	10
08175	18, 27, 28, 35, 36
08176	1, 10, 11, 18, 29, 58
08177	7, 12, 22, 43, 53
08178	1, 43, 46, 75
08179	3, 10, 13, 25, 33, 35
08180	10, 13, 18, 25, 27, 33, 35, 45
08181	10, 25, 68
08182	10, 11, 13, 18, 21, 24, 25, 27, 45
08183	2, 4, 8, 11, 45
08184	24, 30, 51, 52
08185	5, 6, 7, 9, 10, 11, 12, 13, 20, 21, 22, 25, 32, 33
08186	52
08187	30, 49, 51, 52
08188	52, 55
08189	38, 39, 40, 41, 42, 43, 44, 45, 47, 48
08190	39, 47, 59, 62, 63
08191	62, 63, 65, 72
08192	34, 35
08193	34, 35, 36
08194	34, 35
08195	34, 35
09196	6
09197	6, 8, 9, 70
09198	8
09199	9, 20, 21
09200	17
09201	68
09202	20, 21, 68
09203	21, 68
09204	20, 21, 68
09205	10, 20, 21, 25
09206	10, 21, 25, 33
09207	20, 21, 25
09208	1, 9, 24, 27
09209	9, 12, 26, 53
09210	26, 52
09211	26, 30, 52
09212	26, 53
09213	26, 53
09214	21, 26, 27, 46, 51, 52, 53, 56, 57
09215	26
09216	47, 59, 72
09217	66, 67, 68
09218	42, 43, 44, 59, 60, 61, 68

OBJECTIVE #'S	COMPETENCY #'S
09219	10, 64, 71, 72
09220	20, 28, 32, 33, 46
09221	20, 22, 28, 34, 35, 36
09222	32, 33, 34, 35, 53
09223	21, 38, 39, 43, 44
10224	1
10225	5, 25
10226	33
10227	28, 58
10228	52, 53
10229	10, 23, 33
10230	65
10231	21, 68
10232	21, 68
10233	20, 21, 68
10234	32, 59, 60, 68
10235	6, 21
10236	1, 20
10237	20, 58
10238	32
10239	74
10240	20, 21
10241	59, 61
10242	73
10243	61
10244	61
10245	61, 75
10246	73
10247	59
10248	61, 73
10249	21
10250	71
10251	69
10252	65, 70
10253	32, 36, 41
10254	33, 75
10255	20, 35, 41, 58
10256	33, 34
10257	33, 34
10258	22, 32, 33
10259	1, 10, 22
10260	32
10261	33, 34
10262	19, 70
10263	20
10264	58, 75